

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

North Wheatley Church of England Primary School

Address Sturton Road, North Wheatley, United Kingdom, DN22 9DH

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish

Overall grade

Good

The impact of collective worship

Good

School's vision

The journey though North Wheatley Church of England Primary will give every member of the school community the courage and faith to: 'Believe, Achieve and Thrive' to encourage them to 'be the best me that they can be' so that they 'shine as lights in the world' Philippians 2:15.

Key findings

- An extremely passionate, and recently appointed headteacher, has led the renewal of the Christian vision and values of the school. Consequently, they underpin everything the school does.
- The recently reviewed concept curriculum is ambitious and shaped by the Christian vision to support pupils to 'achieve and thrive'. This supports all pupils to progress in their learning. However, this does not include a secure approach to spiritual development.
- Character education is a real strength of the school. Gem learning powers encourage pupils to aspire to be the best they can be and 'shine as lights of the world'.
- Collective worship is an integral and valued part of daily school life. As a result, pupils can articulate the impact it has on them. It is evaluated, but this process doesn't regularly involve pupils.
- Newly implemented curriculum planning in religious education (RE) leads to pupils demonstrating an informed and respectful understanding of a range of religions. Work is ongoing to ensure the progression of knowledge is clear for each year group.

Areas for development

- Develop a whole school approach to support all pupils and adults to flourish spiritually.
- Consistently involve pupils in the planning, monitoring and evaluation of collective worship to ensure it is inspirational for all.
- Extend year group planning for RE. This is to ensure development of knowledge is progressive and leads to a deep and age appropriate understanding.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Extensive work, involving the whole school community, has been carried out to renew the school's Christian vision and associated values. Leaders, including governors, can enthusiastically explain how the vision supports the flourishing of both pupils and adults. Consequently, it is evident the vision drives all school improvement. For example, newly implemented learning exhibitions provide an opportunity for parents and carers to see how the school supports pupils to 'shine as lights of the world'. However, the vision and values are not fully embedded. All staff members and governors have opportunities to develop their understanding of the school as a Church school. As a result, staff feel very confident to lead weekly class based worship. Governors are an integral part of the ongoing rigorous self-evaluation of the school as a Church school. This has led to prayer stations being introduced into all classrooms, providing opportunities for personal reflection. Effective partnerships have also been developed with local schools to support all pupils to 'believe, achieve and thrive'. For example, pupils attend science, technology and engineering fairs, in addition to being taught coding by specialist teachers.

The concept curriculum is shaped by the Christian vision and sophisticatedly underpinned by the values of the school. It is pupil centred, recognising individuals as unique children of God. This leads to all pupils, including those with special educational needs, making progress and talking passionately about their learning. Recent developments have ensured the curriculum enables pupils to understand and celebrate diversity. For example, the tree of dreams in the library supports all pupils to learn about people from different cultures. This leads to pupils having a genuine curiosity about, and respect for, difference. The curriculum offers meaningful opportunities to support the social, moral, cultural and spiritual development of pupils. However, there is not a clear and secure understanding of and approach to supporting the spiritual flourishing of pupils and adults. The inspiring learning environment of the school is natural, stimulates curiosity and takes advantage of outdoor opportunities. This encourages all pupils to flourish in their learning.

The inclusive nature of the school is very impressive. All pupils are welcomed and treated with dignity and respect, as people created in the image of God. They are continually encouraged to 'shine as lights of the world'. Pupils with special educational needs are compassionately supported to integrate into the full life of the school. As a result, there are high standards of behaviour; relationships are very supportive and pupils are proud to attend the school. Gem powers, which celebrate different learning skills, are embedded throughout and are underpinned by the Christian vision. Pupils are excited to receive gems in recognition of their efforts. They are also encouraged to celebrate 'marvellous mistakes' to support their resilience. Aspiration is nurtured and there is a culture where there is no cap on achievement. Consequently, pupils of all ages talk confidently about their ambitions for the future. Pupils appreciate the 'ask it baskets' that offer them the opportunity to ask and respond to big questions. Pupils engage in numerous charity projects that are driven by the Christian vision. They also talk passionately about social action projects, such as the recent pupil led response to the Ukrainian crisis. As a result, pupils feel empowered to challenge injustice and inequality and have a genuine desire to bring about positive change. Pupils are encouraged to think globally through a renewed link with a school in Nepal. Personal wellbeing is a priority for all. Pupil and adult wellbeing champions are proactive in promoting positive mental health and intervening where concerns are identified. The 4C's ethos of calm, considerate, consistent and compassionate, means all pupils spoken to unanimously confirmed how safe they feel. A culture of respect, where all opinions are valued, leads to pupils and adults confidently expressing their views and concerns. This has led to reductions in workload for staff where appropriate and new scooters in the playground for pupils.

Collective worship is invitational, varied and enjoyed by pupils and adults alike. It regularly includes music, liturgy, story and reflection. Consequently, pupils can articulate the impact worship has on them. Planning for collective worship ensures pupils have opportunities to encounter the teachings of Jesus and explore the relevance of his teachings. Pupil 'worship wonders' regularly lead aspects of collective worship and work alongside the local 'open the book' team when possible. This enables some pupils to plan collective worship, but they are not consistently included in the monitoring and evaluation of it. As a result, pupil voice is limited when changes are made. Prayer is a valued part of the ethos of the school. Prayer stations are in their infancy, but pupils can still reflect on the personal value of them. Despite challenges, both the school and local church have been extremely proactive in establishing a mutually beneficial partnership. This has led to an increased number of families attending the local church.

RE is taught as a discreet subject, showing the importance the school places on it. Curriculum planning in RE has been effectively reviewed. It allows all pupils the opportunity to creatively explore Christianity as a living faith, alongside other world religions. For example, older pupils articulately compared the creation story across different faiths, whilst those in early years enthusiastically explained the meaning behind their Easter gardens. Leaders are passionate to ensure 'planning for knowledge' is deeply embedded, progressive and interwoven between topics. Some year group planning has been implemented to facilitate this but it is not embedded throughout the school. A priority is put on pupil discussion in RE that leads to pupils valuing the safe space created for them to critically reflect on their own beliefs. A skilled and approachable RE lead has attended external training and cascades their expertise to staff through regular internal training. This results in all staff being confident in their ability to deliver RE to a high standard.

The distinctively Christian vision and supporting values underpin everything the school does. As a result, pupils and adults are supported to flourish as unique children of God.

Contextual information about the school			
Date of inspection	10/03/2022	URN	122772
Date of previous inspection	15/05/2015		
School status	Voluntary Controlled	NOR	129
Name of MAT/Federation			
Diocese / Methodist District	Southwell & Nottingham		
Headteacher	Heather Sharpe		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is below national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is below national averages.		
Additional significant information (if needed)	Recently appointed headteacher in September 2020.		
Inspector's name	Kelly Wall	No.	951