



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Weston Hills Church of England Primary School

Address Learning Lane, Weston Hills, Spalding, Lincolnshire. PE12 6DL

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

Weston Hills is proud to be an inclusive and caring Christian Church school. Through our core values of faith, hope and love we aim to nurture and inspire our whole community. We are committed to offering a stimulating, ambitious, creative curriculum, enabling children to move on as successful learners, confident in their ability to adapt and grow as God intended.

For where two or three are gathered in my name, there am I among them. Matthew 18:20

Key findings

- Through the high expectations and raised aspirations, the new leadership team have brought about rapid improvement. They have transformed the Christian vision and culture enabling every member of the school community to flourish and reach their full potential.
- There is a strong focus on mental health and well-being. The school's knowledge and understanding of its pupils is very good and provides effective support for the most vulnerable enabling them to be resilient and confident learners. Support from specialist leaders has ensured high quality teaching is paramount within the school.
- Collective worship is invitational and integral to the life of the school. Its value is clearly understood by everyone. However, there are insufficient opportunities for the children to plan, lead, and take ownership of collective worship.
- Religious education (RE) is well planned and led, providing a safe space for pupils to explore different faiths and viewpoints.
- The children gain a deep understanding of important Christian concepts and belief. However, their understanding of diversity and difference is less well developed.

Areas for development

- To further empower the pupils to enable them to have more opportunities to plan, lead and monitor collective worship in order that they have greater ownership.
- Enhance pupils' experiences of difference and diversity to prepare them for lives as global citizens.

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

Through the recent federation, much has been achieved in a short space of time on the school's journey to improvement. The newly formed leadership team have quickly established high expectations and raised aspirations. They have worked hard with dedicated governors to transform the Christian vision and culture so that all pupils and adults can flourish.

Governors monitor very effectively and challenge the school through evaluating the impact it has on learning. They also challenge how the Christian distinctiveness impacts the lives of the community. Governors work closely with staff and are actively involved in all aspects of school life. Their monitoring ensures staff well-being is central to strategic planning. They ensure that staff have access to appropriate training to enable them to grow as individuals and as part of the school community. Through the core values of faith, hope and love, staff feel valued and supported, they value the opportunities to develop professionally. They want to be the very best and do the very best for all the children in their care. Through the federation, sharing best practice and developing effective partnerships is a positive expression of the Christian vision. Highly effective partnerships with the local church and diocese enrich the Christian life of the school and provide valuable support and training. This was particularly welcomed by staff during the uncertainty of the pandemic. Time to explore self-care and training around managing mental health was vital at such a difficult time. An investment in staff training has been highly positive for all teaching assistants, who are now trained as mental health first aiders. The pastoral lead has undertaken emotional literacy support training to further support pupils where needed. This is especially valuable as reconnection and bespoke learning is embedded following the pandemic.

Driven by the Christian vision this inclusive and caring school community, ensures that all pupils and staff are treated with dignity and respect. Effective provision is in place for pupils with special educational needs and/or disabilities (SEND). This enables them to be resilient and confident learners. This is becoming apparent in the 'have-a-go' attitude the pupils have to their learning. The school curriculum is developing and aims to be ambitious for all. It enables the most vulnerable and those with additional needs to flourish and become successful learners. The curriculum is successfully enhanced by links to the locality and enables the children to gain an insight into the global world they live in. As a result of the Christian vision the children currently understand themselves as unique individuals but are less aware of difference and diversity beyond their own community. Support from specialist leaders of education have been targeted to ensure there is high quality teaching throughout as part of the improvement journey.

Through the work of the pastoral lead and special educational needs co-ordinator, the school has established a range of successful strategies to support the mental health and wellbeing of the pupils. Pupils are encouraged to be reflective, resourceful, and resilient learners', strategies that will remain with them for life. These strategies are beginning to have an impact on the pupils' lives in school and beyond. Support for families was well received during lockdown; and strong relationships were formed between school and home. Therefore, living out the school motto, 'Learning for life in a community that cares.' Families speak highly of the time and support given to them by the school. This has enabled all pupils to return to school positively and enjoy being as one school community again. The Christian vision has had a significant and necessary impact on reducing absence figures. The children are happy in school and therefore want to be there.

Influenced by the Christian vision, the pupils are inspired to help others through charity work or through simple actions such as showing kindness and respect to each other. Each year they decide on a local, national, and global charity they wish to support. During harvest, the children were keen to support the local foodbank that had supported school families during lockdown. They decided to set up a reverse advent calendar this year to focus on giving and not receiving. The curriculum is developing to incorporate more opportunities for the children to challenge injustice and inequality.

The Christian vision drives the focus on care and love, its approach to positive behaviour strategies and making good choices is clear throughout the school. The strength of relationships and behaviour are evident. Conflict is very rare, but the children have clear reflection statements to use to aid them in forgiveness and reconciliation. They say they feel safe and there is always someone to talk to in school if needed.

Collective worship is integral to the life of the school. The Christian vision underpins all worship and allows everyone, pupils and adults, the opportunities to engage. Pupils talk with enthusiasm about worship and how it influences them as individuals. Collective worship is invitational and inspiring. Worship is led by a variety of different people, who offer different worship styles that contribute effectively to the spiritual development of the pupils. Silent worship and outdoor worship are very much enjoyed by the pupils; they relish the opportunities for stillness and reflection. One said, 'being outside for worship allows us to feel the Holy Spirit around us'. Prayer is fundamental to school life, the children relish sharing their own prayers as part of worship. The school values its relationship with the local church and embrace worship delivered by local clergy and the bishop's visitor. Online collective worship during lockdown was well-received by the children and families, enabling continued community connections. The opportunities for the pupils to lead, plan and evaluate worship is in its early stage of development, but welcomed by the newly formed collective worship council.

RE is well led and expresses the school's Christian vision. Pupils are excited by their lessons, for many it is the highlight of their week. 'Understanding Christianity' has been well implemented, with appropriate staff training and support through the federation. Inspiring and creative approaches to RE enable pupils to explore key concepts in depth. Pupils are encouraged by staff to develop their curiosity and ask 'big questions'. They are developing a respectful understanding of a range of religions and worldviews, enabling them to understand how they become global citizens. Pupils feel RE lessons are a safe space to explore religious, spiritual, and philosophical ideas, enabling them to be critical thinkers. Through RE, pupils are beginning to embrace challenge using a range of enquiry skills. Teachers are very resourceful in using the principles of RE teaching to deepen pupils' knowledge across the whole school curriculum.

Contextual information about the school

Date of inspection	18 November 2021	URN	120544
Date of previous inspection	11 February 2015		
School status	Voluntary Controlled Primary	NOR	132
Name of MAT/Federation	Federated with Tydd St Mary's Voluntary Aided Church of England Primary School		
Diocese / Methodist District	Lincoln		
Headteacher	Sonya Ely		
Pupil profile	The proportion of pupils who are disadvantaged is in line with the national average.		
	The proportion of pupils who have special educational needs is above the national average.		
Additional significant information (if needed)			
Inspector's name	Julia Marshall	No.	980