

# Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

## Wroughton Church of England VC Primary School

**Address** School Road, Wroughton, Bristol, United Kingdom, BS40 5NA

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

Our vision is for our school community to nurture compassion, integrity, curiosity, wisdom and a lifelong love of learning, founded on Christian values as we grow and flourish together. This finds Biblical expression in our verse: Let all that you do be done in love (1 Cor 16:14)

### Key findings

- The distinctive Christian vision and values shape this warm caring community, where pupils and staff make nourishing relationships. Pupils treat one another with dignity showing what the vision looks like in everyday life.
- The vision inspires leaders to create an innovative curriculum which readily engages pupils. It significantly deepens pupils' understanding of the exploitation of the natural world. Whilst there are opportunities to develop pupils' spirituality these do not come from a wide range of areas or allow pupils to respond creatively.
- Leaders are passionate and dedicated to creating a Church school which makes a difference for all. They create a culture which effectively raises pupils' aspirations. At present, there is no systematic plan which evaluates the impact which the vision has on all aspects of being a Church school.
- Collective worship plays a central role in daily life. New initiatives strengthen the importance of worship, notably with pupils taking a greater role. It makes a significant difference for pupils' thinking and actions. However, there are a few occasions when pupils have limited opportunities to contribute and are not engaged.
- Religious education (RE) plays a major role in deepening pupils' understanding of the vision and its significance for them. Pupils talk in depth about questions of meaning and purpose and draw on specific vocabulary well.

### Areas for development

- Establish a systematic and detailed plan for governors to evaluate the impact which the Christian vision has on all aspects of being a Church school. This should lead to ongoing improvements.
- Develop all leaders of collective worship so that pupils experience worship which is of a consistently high standard and which enables them all to flourish.

- Extend the opportunities pupils have to explore spirituality so they can express their deeper thinking in a variety of creative ways.

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

Leaders effectively weave the high aspirations of the community into their distinctive Christian vision enabling pupils to flourish. Nurturing pupils' love of themselves and learning is an equally essential part of the vision. This leads to pupils having a strong sense of being part of a caring family. Leaders take the Christian view that each person is special to God, wonderfully made in his image. They recognise each person's unique gifts, which they develop. Pupils are engaged and enjoy the high quality learning experiences which leaders design. A strong cohesive staff team share and live out the vision, showing the difference it makes. Governors offer good challenge and support. They robustly evaluate some aspects of the work of a church school. A good example is pupils having more opportunities to plan and lead worship. However, governors do not currently evaluate the impact which the school's provision for spirituality has for pupils.

Inspired by the vision of growing in wisdom leaders create a curriculum which equips pupils to become life long learners. The language of being the best you can be is embedded across school life. Pupils' knowledge of pollution and the exploitation of the natural world is significantly deepened by exploring the United Nations sustainable development goals. Interactive experiences and imaginative home challenges stimulate pupils' interests. Pupils are increasingly taking independent action, showing their care for God's world, such as challenging the community on pollution caused by traffic. Pupils have a growing understanding of deprivation and disadvantage and how climate change influences this. This is enhanced by links with schools in Zambia and Chile. The school council leads on projects such as support for refugees and the local foodbank. Pupils' understanding of diversity and its importance is enhanced by visits to London. Pupils have a strong understanding of stereotypes and gender which they are confident to challenge. There are good opportunities to explore some aspects of spirituality, such as an understanding of themselves as unique individuals. At present though, these do not cover a wide range of areas. Pupils value times to reflect, which helps them with learning. They articulate their ideas well, though there are few opportunities to express ideas in creative ways.

Pupils live and demonstrate the language of the vision. They cherish and nurture one another. Pupils develop a deep understanding of how they can live well together by exploring Christian values associated to the vision. They make nourishing relationships with peers, collaborating sensitively. Older pupils become fine role models enabling younger pupils to understand the relevance of Christian values. They show a high degree of respect to one another, actively encouraging each other. Pupils know the importance of reconciliation and use restorative approaches well. Leaders create a culture of high expectations and use a language which raises self-esteem. This has a significant impact for vulnerable pupils joining the school, encouraging them to flourish. This is enhanced by providing opportunities for pupils to shine in sports and music, which are particular strengths of the school. Pupils use the Christian values of courage and perseverance when they find learning challenges them. Visitors from various careers widen pupils' understanding of the importance of lifelong learning. These opportunities challenges stereotypes, deepening pupils' understanding of equality. Pupils' leadership skills are effectively developed by taking on further responsibilities, such as becoming part of school council. Nurturing mental health has a high profile. Pupils use strategies which help them keep calm, enabling them to return to class learning smoothly. A qualified team are active in effectively supporting individuals.

The vision stresses the importance of growing and encouraging one another. This informs school partnerships. Sharing of good practice and joint training come from collaborative working with the federated school and other Church schools. Assessment strategies in RE are more robust following diocesan monitoring. Another good example of the Diocese's support led to the introduction of Understanding Christianity, an RE resource, which extends pupils' knowledge of Christianity. The local church makes significant contributions to governance. Pupils' understanding of Christian festivals and the work of the church are enhanced through regular church led workshops. Pupils look forward to worship led by the 'Open

the Book' team from the church as they can participate. Pupils lead on local environmental projects, such as re-wilding and challenging families about how they come to school. They work collaboratively on other local projects which lead to improvements. Pupils are confident to write to local companies challenging them on ethical issues. This included writing to a bank asking them to explain why they were investing in coal mines. During the pandemic staff went beyond expectations, maintaining learning and worship online. Families felt valued with the nurture they received, whilst the school newsletters shared hope for the future.

Ongoing improvements ensure that collective worship has a central role in everyday life and makes a difference for pupils' thinking. Pupils are often inspired by worship. One of the improvements is pupils have greater ownership of worship. As a team they plan and lead regularly. Each term they explore a Christian value in every class collective worship, creating a video which enriches pupils' understanding. Pupils value the opportunity to come together and share in an agape, a simple form of the Eucharist, enhancing their sense of being a family. Singing and music are strong elements in worship where pupils contribute enthusiastically. Pupils have a good understanding of Christian values which comes from worship. This helps them to understand what the vision looks like. They have a well developed understanding of Christian festivals. Each year the Easter trail deepens pupils' understanding of the importance of the story. Every class explores an aspect of the story, showing ideas creatively through art. Pupils value time to be still and use different types of prayer to share thoughts. They explain the Christian belief of God as Father, Son and Holy Spirit. Evaluations by pupils lead to more visual elements being included. Pupils find collective worship to be helpful as a time for calm. However, the quality and impact which worship has is not consistent. There are occasions when pupils have limited opportunities to contribute and are not engaged in worship.

Pupils enjoy the new approaches in RE which the subject leader has introduced. For example, a plan for each unit allows pupils to understand what they will explore and how this links with previous learning. The subject leader has significant expertise, teaching all classes, so there is strong continuity. There are good opportunities to explore philosophical and theological ideas and those from human sciences. Pupils' discussions when responding to questions of meaning and purpose are enthusiastically debated. They are confident to verbalise ideas and draw upon previous learning. Pupils listen, refine their opinions and learn how to disagree well. Pupils' understanding of religious concepts is growing positively. The high quality of provision enables all pupils to flourish, it helps them to share ideas confidently. Pupils have a secure understanding of religions and viewpoints and articulate how faith shapes actions. Assessment strategies are systematic and accurately determine pupils' progress.

### Contextual information about the school

Date of inspection	06 July 2022	URN	109221
Date of previous inspection	07 May 2015		
School status	VC	NOR	210
Name of Multi Academy Trust or Federation	FEDERATION - Burrington / Wrington		
Diocese or Methodist Circuit	Bath & Wells		
Headteacher	Sarah Joskey		
Proportion of pupils deemed to be disadvantaged	Below National Average		
Proportion of pupils with special educational needs and/or disabilities	Below National Average		
Additional significant information (if needed)	Wrington formed a federation with another local Church school in 2018.		
Inspector's name	David Hatrey	No.	0844

