



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

<b>Tutshill Church of England VC Primary School</b>	
Address	Coleford Road, Tutshill, Chepstow, Gloucestershire, NP16 7BJ
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	<b>Excellent</b>
The impact of collective worship	<b>Excellent</b>

<b>School’s vision</b>
<p>‘Love One Another, Know Ourselves, Believe and Grow’ Our Christian vision is rooted in 1 John 4:7. ‘Dear friends, let us love one another, for love comes from God.’</p>
<b>Key findings</b>
<ul style="list-style-type: none"> <li>• The vision of the school is expressed deeply through actions that change lives. This is fully entwined with Christian values and learning behaviours. The sacrificial impact of how the vision is lived out enriches understanding of what it truly means to ‘love one another’.</li> <li>• Inspirational leaders are routinely driven by the vision to ensure that adults and pupils are equipped with resourceful resilience to flourish in today’s world. There is a culture of high aspiration which ensures that adults and pupils ‘believe and grow’.</li> <li>• Deeply profound spiritual experiences are planned for and embedded across the school. Leaders have shaped a bespoke curriculum with love so that reflective learning builds personal success.</li> <li>• Pupils’ confident understanding of difference and diversity, through learning about respect for themselves and others, is a strong feature of religious education (RE). Pupils eagerly engage in RE with some able to express their knowledge more deeply than others.</li> <li>• There is a profound sense of God’s love working through collective worship and this permeates through the school. Adults and pupils are dynamically strengthened by the ways they lead and express the vision through biblical stories, liturgy, songs and prayer.</li> </ul>
<b>Areas for development</b>
<ul style="list-style-type: none"> <li>• Further enhance the ambitious, creative and dynamic RE curriculum to include regular opportunities to check that pupils remember even more.</li> </ul>



### Inspection findings

This is a school purposefully centred on the compassionate, forgiving and sacrificial nature of God's love. Leaders consistently express how the Biblical foundation of their vision (1 John 4:7) is summed up as 'we love because God loves us'. This love for one another is deeply entwined, 'like a golden thread'. Love is at the heart of decision-making which puts the needs of pupils and families first. As a result, all pupils flourish including those with special educational needs and disabilities (SEND) and those who are considered vulnerable. Aspirations are high, so leaders provide enriching opportunities such as circus skills, archery and cookery lessons to pupils. These planned activities promote a culture where everyone is treasured and given life-enhancing experiences to broaden minds and develop life-long skills. Passionate staff describe an ethos where financial and additional needs 'do not narrow pupils' dreams'. They use the vision to express that equality of opportunity is because 'God sees us as equal and we should do the same'. Parents and carers are confident that they are included because 'anyone from any background would feel welcome'. Looked-after children, Ukrainian refugees and children from military families – all and more are cherished. Swift and determined action is provided which support pastoral needs.

Seven values, linked to each aspect of the school's vision, are deeply rooted. For example, responsibility and courage help pupils make sense of what is significant in life to help them grow independently. They also provide a firm foundation from which a bespoke curriculum is built. Staff expertly use these values, alongside learning behaviours, to deliver teaching which encourages pupils to be responsible yet risk-taking learners. Pupils confidently express how these support their flourishing, as 'a seedling in Reception to a fully-grown flower in Year 6'. Leaders are inspired by how pupils can be helped to think about their own learning more explicitly. This approach is rigorously and innovatively applied across all subjects. Teachers think carefully about how to organise learning so that pupils can reflect on the 'ows, wows and nows' of spiritual development. Consequently, pupils talk about their learning meaningfully because they connect with it in a spiritual way. Unique classroom 'spirituali-trees' encourage individuals to celebrate every opportunity for personal growth. Pupils value a school-wide approach to help them identify 'tricks' to help them become wise and collaborative learners. As they learn more about themselves, they actively support one another to grow in God's love.

Collective worship embraces a school community of all faiths and none. Everyone comes together to celebrate God's love for all. Staff talk of 'feeling the vision' at these precious moments. There is a quiet enthusiasm from adults and pupils as they embrace this deeply reflective time. Sharing examples of how love is shown in today's world enables them to be strengthened and inspired to do the same. One child reminded the school that 'we flourish because we make mistakes'. The school's vision and values are inextricably woven through and a constant reminder of how they lead the community to be agents of change. Bible stories, liturgy, songs and prayers are used effectively to explore what it means to have a sense of belonging and joy. A worship club, led by pupils, demonstrates by example. They see the talents of others to contribute and actively support their peers to be involved in leading worship. Relationships between the school, families and neighbouring church are very effective. The children's and families' minister and local vicar are fully involved in bringing about a loving partnership open to all.

Pupils talk enthusiastically about the ways they use the vision to be inspired to make a difference in the world. The school council, eco-council and other pupil committees are determined to show the school what changes they can make so that the lives of others are enriched. For instance, some pupils were challenged by seeing people without homes asleep on the streets, and wanted to do something. They researched and were skilfully supported by staff so that ideas, a crisp bag blanket in this case, came to fruition. In another example, a recently established link with a school in South Africa encouraged Tutshill pupils to recognise the benefits of having Wi-Fi. This growing friendship is not

based on finding difference but seeking harmony across cultures. Pupils and adults work in an ethos that shows loving one another is not just about giving, but mutually gaining too.

Well-trained staff plan an ambitious RE curriculum. It is based on the locally agreed syllabus but through its delivery, is skilfully adapted to embrace the school's vision and values. Knowledge of a range of religions and world views is built on from one year to the next. Pupils are highly prepared to live in a diverse society. They explore how Christianity is a world faith through deliberate choices of materials presented to them. New knowledge organisers have been introduced in RE to bring lesson questions and key vocabulary together. Pupils are being guided to use these to help them know and remember even more. Effective monitoring recognises how the vision supports pupils' understanding of God's love as all-encompassing. Pupils demonstrate compassionate responses to 'big' questions. Leaders know that a lot of hurt can come from ignorance and use this to ensure pupils demonstrate utmost dignity and respect.

Leading up to its recent federation with a neighbouring community school, staff at Tutshill spent time re-evaluating what it meant to flourish. This has had a profound effect. Relationships within this school have been intensified by and through their federation work to enable bold personal development. Staff recognise how the vision drives the unstinting work they do to enable collaborative improvement. This has led to adults and pupils thriving. For example, staff at all levels express how their confidence in living the vision has grown. They intrinsically apply it to support one another and raise pupils' achievement. The significance of living with values has been adopted by the partner school. A single federated governing body uses its regular monitoring visits to check the vision is rooted through the decisions it makes and by actions it sees. Partnerships with the Diocese ensure many more people know how this successful church school is able to generously serve with love.

Building community bridges is one result of the school's highly-effective and deeply-held Christian vision. Pupils and adults know that the God-given love they have for one another really does help them know themselves more thoroughly. Through this, they are driven to 'believe and grow' – not just for their own good, but for others too.

### Information

School	Tutshill Church of England Primary School	Inspection date	14 March 2023	
URN	115655	VC/VA/Academy	VC	
Diocese/District	Gloucester	Pupils on roll	213	
Federation	Forest Edge			
Executive Headteacher	Jennifer Lane			
Chairs of Governors	Marion Evans and Richard Heys			
Inspector	Robert Hollis	No.	c.21/22	