

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

Bishop William Ward Church of England Primary School	
Address	Coach Road Great Horkesley, Colchester, CO6 4AT
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
The effectiveness of religious education (RE)	Good

School's vision
<p>Happy, Respectful, Lifelong Learners</p> <p>John 10:10: 'I have come that they may have life and have it in all its fullness.'</p>
Key findings
<ul style="list-style-type: none"> <li>• The vision and values permeate all aspects of school life. All are personally embraced within this community to flourish personally and academically as 'happy, respectful, lifelong learners'.</li> <li>• Pupils benefit from an exciting and well-planned curriculum offer. Leaders shape meaningful opportunities for pupils to think deeply and personally, which has a significant impact upon their spirituality.</li> <li>• Collective worship strengthens the school's commitment to have life in all its fullness. Limited monitoring opportunities mean that leaders are not fully clear on the impact of the school's worship offer.</li> <li>• A rich religious education (RE) offer allows pupils to develop their knowledge and understanding of lived religion and belief. Pupils' understanding of Christianity as a lived, diverse, global faith is underdeveloped.</li> <li>• Pupils have bright futures for themselves and the world. They are empowered and equipped to be agents for change in meeting their own and others' needs.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• To create a regular and effective evaluation programme for collective worship so that leaders comprehensively know the impact of worship and ways to improve practice.</li> <li>• Develop aspects of the RE curriculum to enable pupils to understand Christianity as a diverse, living world faith.</li> <li>• To re-explore the theological roots of John 10: 10 so that it is more widely understood as shaping and enriching all aspects of school life.</li> </ul>

## Inspection findings

The vision, established by the whole school community, permeates all areas of life at Bishop William Ward. Leaders have taken the vision to be 'happy, respectful, lifelong learners' to create a loving, aspirational community. Such a community is rooted in God's love, and is a place where academic and personal flourishing are given equal importance. Pupils and adults 'live and breathe' the vision. This is strikingly and tangibly evident through conversations, relationships and the visual life of the school. Eight values – including perseverance, compassion and justice – create a shared language which develops character. They inspire pupils' approach to their learning and relationships in school and out. Leaders and governors have kept abreast of developments in church school education, such as enabling pupils to be agents of change. They use the vision to drive decision making, policy decisions and provide clear direction to the school's development. Although a distinctively Christian vision is in place, the biblical roots of John 10: 10 are not fully understood by all leaders.

Leaders are unswerving in their commitment to give pupils all they need to flourish now and in later life. Staff and governors anchor their curriculum decisions in their vision. This includes the creation of forest school and range of enrichment opportunities such as multicultural, community and environmental weeks. The school's focus on spirituality, the arts and enquiry provide meaningful opportunities for pupils to think deeply within lessons. A shared understanding of spirituality has been developed, expressed as 'the growth of the soul'. This has led to school values and reflective 'What if?' questions punctuating the curriculum offer. These opportunities contribute significantly to pupils' spiritual development. Leaders recognise that it is not always clear how curricular 'spiritual questions' link to the school's emerging understanding of spirituality. Further clarification is required so that these questions link clearly to the school's understanding of spirituality. Provision and interventions, for those with vulnerabilities or barriers to learning, are tailored to need. This powerful sense of inclusivity supports all pupils to flourish and progress well. Leaders ensure pupils believe that they can achieve anything. This 'growth mindset' helps pupils to embrace challenge and develop as lifelong learners. A close partnership with the diocese and local consortium of schools enriches the experience of pupils and staff.

Pupils use the vision and values to look outwards in compassion as courageous advocates. They develop a deep desire to help others and the environment through their time at Bishop William Ward. Pupils are inspired and equipped to take opportunities to be agents of change. This has found recent expression in lobbying to the county council for a safer village. Increasingly, such work is pupil-initiated. Support for refugees, the homeless, the hungry, the elderly, the lonely and the natural world demonstrate pupils' desire for a hopeful, just future.


The tight-knit staff embody the school's vision. They speak of how the vision inspires them both in their professional work and personal lives. The shared endeavour to be 'happy, respectful, lifelong learners' has built a culture of confidence and support. Parents, staff and pupils tell of personal goals and growth that have been achieved through the aspirational culture which leaders have shaped. Leaders and governors place a high priority on wellbeing. This has led to wise decision-making which takes workload into account. This culture of wellbeing has also enabled the school community to navigate difficult times well. All here are embraced and personally known. Parents and carers value the holistic and personalised support offered by the school to their families.

Leaders have drawn on the vision to shape a RE curriculum which contributes well to pupils' religious literacy. Pupils enjoy the subject and talk about the importance of understanding religion and belief so they can respect others. Judicious use is made of published resources

which supports teachers' subject knowledge and promotes the use of creative learning tasks. Clear and challenging tasks help pupils know how to achieve well in RE and how their work can be improved. Pupils have a limited understanding of Christianity as a diverse, global faith. Opportunities for spiritual development are well-established within RE. Pupils ask and explore spiritual questions and reflect on their own beliefs in the light of the content studied. For instance, when considering the Christian concept of 'Gospel', pupils considered 'Do we all have a mission?'. Accessing diocesan training has enabled leaders to keep abreast of national and local developments in RE.

Collective worship is a joyous expression of the school's vision. The headteacher has ably shaped a programme of worship around the school's values. Pupils and staff highly regard this shared time together where they can think deeply about God, each other, the world and themselves. The ways in which worship is inclusive and inspirational is recognised by parents. Themes considered in worship regularly inform conversations and actions at home. Pupils benefit from a range of leaders who bring variety to worship. Drama, discussion, story and different styles of prayer and reflection enable pupils to personally consider and respond to the themes explored in worship. The musical aspect of worship is particularly impactful, with school-created songs expressing the school's commitment to live and love 'together as one'. Leaders' evaluation of worship has led to changes requested by pupils. This includes more opportunities for silent reflection. However, the impact of collective worship upon pupils and adults is not routinely evaluated. Regular evaluation, involving all stakeholders, is required so that leaders comprehensively know the impact of worship and ways to improve practice. Outside of collective worship, an outdoor spiritual area provides a reflective space which pupils draw upon for a period of stillness and reflection.

A strong partnership with the church enhances the spiritual flourishing of the school community. Pupils experience Anglican traditions through participating in the main Christian festivals at the parish church. Eucharistic services are held, in an age-appropriate manner, which helps pupils understand the significance of this celebration for Christians. Furthermore, the church contributes to pupils' spiritual reflection through prayer spaces and a Year Six transition day. These opportunities grant pupils a safe, vibrant space to connect with themselves and think about their hopes for the future. Bishop William Ward is the beating heart of the community it serves. A community group meets regularly to pray for the school. An extremely active parent teacher association supports the vision-driven work of the school through its fundraising. As a result, pupils experience a breadth of enrichment experiences that they would otherwise not encounter, such as a planetarium and circus workshop.

	The effectiveness of RE is		Good	
	RE teaching and learning is good. Pupils progress well against age-related expectations as a result of a rich and engaging enquiry-based curriculum. Assessment is timely and meaningful, supporting and developing the religious literacy of all. A range of approaches are well matched to support pupil learning about religions and worldviews.			
Information				
School	Bishop William Ward Church of England Primary School		Inspection date	16 June 2023
URN	115144		VC/VA/Academy	Voluntary aided
Diocese/District	Chelmsford		Pupils on roll	195
Headteacher	Toby Bull			
Chair of Governors	Mark Larwood			
Inspector	Ryan Parker		No.	982