

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

XXX Church of England Primary School	
Address	

School vision	
<p>Every member of the school community is valued as a child of God, made in his image and likeness. All are welcome and are encouraged to use their gifts and talents to contribute to the happy and caring environment we strive to create. We seek to develop the highest levels of academic achievement and personal well-being within a loving Christian context. We aim to provide a stimulating learning atmosphere in which the potential of all can be realised. We recognise and cherish our role within the wider community and seek to build strong links between home, school and local community. Our vision is rooted in Jesus' promise that he has 'come that you may have life, and have it to the full.' (John 10 v 10)</p>	
School strengths	
<ul style="list-style-type: none"> <li>• Leaders demonstrate a clear understanding of the Christian vision of the school and the way in which it is theologically underpinned through biblical teaching.</li> <li>• Inspired by a well-known set of school values which are rooted in the vision, a deeply embedded nurturing culture ensures that adults and pupils treat each other well. The wellbeing of all is a priority, and as a direct result of this, all flourish.</li> <li>• Adults and pupils value the opportunity to gather as one school within collective worship which is shaped by the Anglican foundation of the school. Worship provides meaningful moments for all to develop their personal spirituality.</li> <li>• The words of the vision that all are seen as a 'gift from God', shapes a culture of equity. Carefully planned support for pupils considered to be vulnerable ensures all are treated well and have the opportunity to flourish.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• The religious education (RE) curriculum is not effective. Therefore, leaders should establish a challenging and relevant curriculum in RE in order to enhance pupils' learning about a diverse range of religions and worldviews, including Christianity.</li> <li>• Enhance a coherent and consistent understanding of the theologically rooted Christian vision, strengthening the way it drives the work of the school. Ensure robust systems are in place to monitor the effectiveness of this as a Church school.</li> <li>• Ensure a shared language and understanding of spirituality is evident throughout the school within the curriculum and worship. This is to ensure that all have the opportunity to flourish spiritually.</li> <li>• Develop the way that collective worship is invitational for everyone so that all can participate in a way that is spiritually meaningful to them.</li> </ul>	
Inspection findings	
<p>Expressed through the words of Jesus, the school's Christian vision is the naturally spoken language of all. Adults and pupils clearly articulate the vision, enriched by a carefully selected set of associated values which unite the school. However, there is some inconsistency in the way the impact of the vision on the way people flourish is understood. The idea of 'fullness of life,' central to the school's vision, weaves through every aspect of daily life. At the heart of this is a shared understanding that all are uniquely made. This underlying sense of the preciousness of every individual ensures that the needs of adults and pupils are the core concern for all. Leaders articulate</p>	

a sense of seeing ‘something of God’ in everyone. The impact of this is a culture where all feel valued and forgiveness provides fresh starts when mistakes are made. Committed governors are a regular presence in the school. Focused monitoring by leaders and governors ensures some understanding of the effectiveness of the vision within the specific context of this school. The robustness of these systems is, at times, variable in the way governors link the theological rootedness of the vision to actions. There is, however, absolute clarity in the way leaders’ drive for ‘the potential of all to be realised.’

A breadth of associated values including hope and creativity flow naturally throughout the school’s curriculum. Leaders’ insightful and regular reviews of its structure and content ensure it is relevant to the school. Time for pupils to reflect on school values within the breadth of subjects enhances their understanding the relevance of these in the world. Plans to enrich the curriculum with intentional opportunities for spiritual development are at an early stage. Consequently the way the curriculum enables the spiritual flourishing of all is underdeveloped. Broad in content, and varied in the wide range of experiences, the curriculum offers opportunities for all to flourish academically. This is enriched by a range of extra-curricular activities such as music and sport which are appreciated by pupils. Leaders directly link the breadth of provision to the theologically rooted vision in which ‘all are encouraged to use their gifts and talents.’ Bold decisions linked to funding of support for pupils who have special educational needs and/or disabilities (SEND) ensures equity of provision. This is directly linked to their understanding that everyone is made ‘in the image of God’.

Enthusiastic and spontaneous singing joyfully fills the school hall during collective worship. It creates an atmosphere where all feel able to join in. The welcome for parents and families to join with the school for worship creates a powerful sense of togetherness. Opportunities to worship unite the whole school community, bringing them together as one. Governors demonstrate their understanding about how this represents everyone being part of ‘one body.’ This brings a sense of identity, created through a known language which is rooted in the vision. Pupils actively engage in reading from the Bible and sharing prayers which both adults and they have written. They describe enjoying their involvement in all aspects of worship from leading singing to helping with visual technology. Pupil involvement enhances their understanding, and experience, of worship. Anglican tradition forms the basis of worship at XXX. Pupils demonstrate a clear understanding of the Christian calendar. Together with daily worship, services of Holy Communion provide meaningful moments for stillness and reflection. This enhances the spiritual development of adults and pupils. The way they express the impact of this on them is inconsistent as there is no shared language of spirituality. Leaders’ accurate understanding of the needs of their school as a Church school is evident in that they have already planned training in this area. Strong partnerships with the local church benefit all. Extremely positive and proactive relationships with clergy help shape pupils’ understanding of Anglican tradition. Worship is inclusive with staff sensitively, and effectively, supporting pupils with SEND to participate. The way it is invitational is less consistent.

A calm and respectful atmosphere is evident throughout the school. Strong, caring relationships, inspired by the vision and its associated values, are central to this. Governors are deeply mindful of the importance of good wellbeing for staff and pupils and actively work to achieve this. They link this to the vision as they recognise that to have ‘fullness of life’ then personal wellbeing is essential. Staff feel appreciated through a sense of togetherness which is rooted in, what the school describes as, a ‘loving Christian context.’ Initiatives such as ‘Thrive’ make a positive difference to pupils who benefit from additional emotional support. The vision actively drives leaders to seek out pupils and families identified as being vulnerable and/or disadvantaged. This enhances learning, attendance and opportunities to take part in wider activities. Resources such as sports funding are carefully used to ensure all benefit. Because of the vision, leaders are resolute in their theologically rooted understanding that it is not enough for only some to flourish. At XXX, each and every member of the school community is equally valued.

Pupils are inspired to be agents of change through the way the vision roots the curriculum and worship. Leaders are conscious of the context of their school, providing meaningful occasions for pupils to consider difference and diversity. The impact of this is evident in the harmonious relationships which are seen throughout the school. People are accepted for the person they are which leads to a culture where all are treated well. Carefully planned opportunities for older pupils to look at aspects of diversity support their transition to secondary school. Through work on Fairtrade and learning about the lives of inspirational changemakers, pupils are empowered to challenge injustice. This is evident within school in supporting a friend who feels they have been unfairly treated by someone. It is equally clear in pupils' desire to challenge what they feel are global challenges such as climate change and the inequality of access to clear water. Pupils articulate how Christian values such as compassion and justice motivate them to make their own ethical choices.

Inconsistencies in the delivery of the RE curriculum mean that, for many pupils, it is not effective. There are pupils from all classes and key stages do not regularly engage with religious text or have the opportunity to ask big questions which stimulate their understanding of beliefs. Leaders have not ensured that RE is well-resourced and their approach to formal monitoring is haphazard. As a result, leaders are unaware of inconsistencies in the accuracy of teaching and the degree to which the curriculum is challenging for all pupils. The school benefits from good relationships with the local diocese. They are in the early stages of accessing relevant training to develop staff subject knowledge in RE. Recent curriculum developments have improved the extent to which RE is well sequenced, relevant and engaging. However, the impact of this work is in its infancy. Many pupils speak with a degree of enthusiasm about RE and demonstrate some understanding of a range of religions and worldviews, including Christianity. However, this is inconsistent across different year groups.

The inspection findings indicate that XXX Church of England Primary School has strengths, but that there are also issues that leaders need to address as a matter of priority. These are listed in the areas for development.

Information			
School	XXX Church of England Primary	Inspection date	
URN		VC/VA/Academy	VC
Diocese		Pupils on roll	203
MAT/Federation	N/A		
Headteacher			
Chair of Governors			
Inspector		No.	