

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Old Sodbury Church of England VC Primary School	
Address	Church Lane, Old Sodbury, BS37 6NB
School vision	
<p>“Let your light shine” Matthew 5:16</p> <p>At Old Sodbury, we believe that every child has the right to know what it feels like to be successful. We want our children to understand how special and unique they are and to recognise the power they have to change the world. We want them to be the best possible versions of themselves and, with knowledge of God’s love, to let their light shine.</p>	
School strengths	
<ul style="list-style-type: none"> • Pupils have a deep understanding of the importance of the vision and Christian values. They articulate where these make a difference for their lives and thinking. The vision shapes this caring community, so all treat one another with a high degree of dignity and respect. • The vision inspires leaders, who are passionate about their work, relentlessly seeking best practice to meet the needs of all. They have created a cohesive staff team who live out the vision, growing their talents so they flourish. • Pupils play a significant role in collective worship planning and leading. They correctly recognise how this shapes their lives and thinking. • The vision drives a range of significant partnerships, notably with the diocese, local church, the Cotswold Alliance Federation (CAF) and Uganda. These enrich the school’s provision, whilst enabling them to share their good practice. • A pervasive culture of high aspirations enables all to discover their talents, growing self-belief. The provision to meet individuals’ diverse needs is particularly effective, changing the lives of pupils and families for the better. 	
Areas for development	
<ul style="list-style-type: none"> • Establish a robust approach to evaluate the impact which the vision makes on all aspects of being a Church school. Ensure all governors contribute to this process so that there are ongoing foci for improvements. • Ensure opportunities for spiritual flourishing are identified in curriculum plans. This is to enable pupils to express their thinking in various ways so that the impact these experiences have can be recognised. • Deepen pupils’ understanding of religious concepts and Christianity as a living faith. This is to enable them to think at a deeper level and extend appreciation of diversity. 	
Inspection findings	
<p>The vision of ‘let your light shine’ creates the distinctive character of this Church school. It inspires leaders to find creative ways to enable each to fulfil this ambition. The vision is well established and drives improvements. Pupils have a significant understanding through exploring Christian values in</p>	

depth. This gives them an accessible language to talk about the vision, where values are an intrinsic part of learning. Pupils, of a religious faith or none, confidently explain the diverse areas where values shape their thinking and they live these out. They articulate Bible stories where the values stand out. The vision effectively addresses the needs of the community because of the way the vision is lived out by staff. This nurture raises pupils' aspirations and widens appreciation of diversity. Leaders are totally dedicated to their work, continuously raising the impact of the vision. Staff talents enrich colleague's expertise, they feel valued with opportunities to take on leadership responsibilities. Leaders articulate a secure understanding of the theological principles underpinning the vision. Governors bring enthusiasm, where an ethos team regularly monitors. However, there is no systematic plan which evaluates the impact the vision makes to all aspects of this Church school.

Staff perceive their role as reflecting God's love for all. They grow pupils' awareness that they are special. Therefore, staff remove any barriers to learning which individuals have, so they can become the best person they can be. Central to this is creating a pervasive culture of high aspirations. The language of Christian values makes a significant contribution, where all talk of being courageous learners, persevering and growing resilience. Trusting relationships with staff encourage pupils to take risks, so they see mistakes as further opportunities for learning. A range of extra-curricular experiences allow each to flourish, raising their self-belief. Leaders, responsible for meeting the diverse needs of all, extend staff knowledge and skills. This leads to individualised support plans. Subsequently, this enables pupils to flourish. The importance of social, emotional and mental health is high. Effective early identification of needs leads to these areas being addressed. Pupils recognise their emotions, agreeing on personal strategies which help them. The vision shapes this inclusive community, where the quality of care attracts families. This nurture makes a transformational difference for the better, for a number of pupils, changing aspirations.

The vision affirms that each pupil has unique God-given talents. The school perceives its role is to enable each to discover and grow these. This enthuses peers about what they can achieve. Everyone is nurtured to 'shine' and through God's love, make a difference for others. All rightly talk of changing the world so it is a better place. The range of additional experiences offered is impressive, these grow self-belief so pupils are highly motivated. These include sport, drama and music, where lavish productions and concerts are eagerly anticipated. Recent training for spirituality raises its importance, providing strategies which guide pupils' thinking. However, opportunities for spiritual flourishing are not identified in curriculum plans. Nor are pupils able to express their thinking in different ways. Improvements in the curriculum, inspired by the vision, engage pupils, who develop a love and curiosity of learning. Pupils take greater ownership of their work, deciding how to record ideas, focusing on aspects which interest them. There is a well-developed understanding of diversity. This is grown through literature texts which stimulate discussions about refugees, disability and stereotypes. Workshops on discrimination and partnering with inner Bristol schools deepens awareness of a range of cultures. Global issues are progressively explored, notably through forest school. Pupils take responsibility of caring for God's world and lead on the importance of recycling. A link with an Ugandan school enriches understanding of injustice, recognising the problems of flooding. This challenges each to respond, raising others' awareness. Various opportunities grow leadership skills, so more pupils are becoming agents for change. There are good examples of supporting the local foodbank and those going through difficult times.

The vision is lived out in the way pupils draw upon Jesus' teachings about how to live well together. There is a culture of equity where all show one another a high degree of dignity and respect. The vision shapes the sense of being a community. Pupils correctly say they appreciate the importance of forgiveness, overcoming mistakes to move on together.

Enabling one another to 'shine' is the heart of the vision. Sharing best practice enriches schools in

the federation, so the impact of the vision goes beyond this community. This partnership supports subject leaders and contributes to evaluations. The school's high quality provision in music and drama is widely shared. Diocesan evaluations and focused training enhance the impact of initiatives, notably in planning for religious education (RE).

Collective worship is shaped by the vision, so pupils deepen their understanding of its significance. It is inclusive and allows them to contribute with integrity. It is inspirational, raising issues about caring for God's world. Pupils plan and lead collective worship as part of the 'house system'. Older peers take a lead organising a drama, posing questions which prioritises spiritual reflection. Some respond to ideas raised through spontaneous prayer. Others find this time helpful to be calm, nurturing their personal spirituality. Pupils have a growing appreciation of spirituality and its relevance to their lives. The local church deepens understanding of Christian festivals by leading workshops, for example, about Easter. Clergy lead worship effectively, adding variety, which is valued by all. The leader's planning is detailed, with clear guidance and resources. School support grows staff skills to lead through ongoing feedback, making a greater impact for pupils' thinking. Other schools use this planning, so its importance is widely shared. The pupils' council is proactive in supporting improvements. This led to more multi-media resources being used. Pupils correctly say worship stimulates their thinking and how they respond to the world's challenges.

Leaders ensures that RE has a high profile through introducing approaches which stimulate learning. The curriculum has been re-designed, so learning is well-sequenced. Planning for each lesson of a unit gives clear focus to what is to be developed with helpful questions. Specific religious vocabulary is explored, which is beginning to extend pupils' understanding of their importance. They enjoy responding to big questions which encourage them to 'dig deeper'. These debates are enthusiastically undertaken. Pupils share their ideas and learn from others, which shapes their opinions. However, their understanding of religious concepts and Christianity as a living faith is not fully developed. A well-developed appreciation of worldviews is evident, so pupils recognise how belief shapes actions. Leaders tracks pupils' understanding, so staff know who needs further support. Diocesan expertise is valued, leading to adopting specific high-quality RE resources, which deepens staff and pupils' knowledge of Christianity.

The inspection findings indicate that Old Sodbury Church of England Primary is living up to its foundation as a Church school.

Information			
Inspection date	14 November 2023	URN	109175
VC/VA/Academy	Voluntary controlled	Pupils on roll	105
Diocese	Gloucester		
MAT/Federation			
headteacher	Bernice Webber-Brown		
Chair	Justin Tommey		
Inspector	David Hatrey	No.	844