

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Nailsworth Church of England Primary School	
Address	Nympsfield Road, Nailsworth, GL6 0ET
School vision	
<p>Our vision, together we rise, we learn, we love, abundantly, aims to provide firm foundations for our pupils and is lived through our four core values: love, perseverance, respect and community. Together, we support each other to learn, love and flourish as a diverse community. Through our vision, we are passionate and dedicated to develop and nurture the whole child to make sure they are loved, well-cared for individuals, with the aspiration to rise to be the best they can be. Learning is our core purpose and our vision drives this; creating broad opportunities for our pupils beyond Nailsworth.</p>	
School strengths	
<ul style="list-style-type: none"> • Leaders have reshaped the Christian vision enabling all to have a greater understanding of its significance and addressing local needs. As a consequence, each show one another a good degree of dignity and respect. • The Christian vision is effective in giving direction to improvements, this is particularly evident in raising pupils' behaviour and meeting diverse needs. It creates a warm, inclusive community. • Collective worship plays a major role in deepening pupils' understanding of the vision and what it looks like. The relationship with the church is a strength, it adds variety to worship and enriches pupils' understanding of Christian festivals. • Staff and pupils' mental health and wellbeing have a high priority, ensuring these needs are effectively met. The provision for pupils' social and emotional needs is growing, enabling flourishing. • New leaders bring enthusiasm, rapidly raising the impact of this Church school. They shape a cohesive team, whose talents are recognised and grown, so they flourish. 	
Areas for development	
<ul style="list-style-type: none"> • Ensure opportunities for spiritual flourishing are an integral part of the curriculum. Enable pupils to express their thinking in a variety of ways so the impact of these experiences is clear. • Develop a systematic approach that allows governors to evaluate the impact the Christian vision has on all aspects of this Church school. This leads to ongoing foci for improvements, enhancing the impact of this Church school. • Deepen pupils' understanding of key themes, such as core religious concepts and Christianity as a living faith. This is to enable pupils to think at a deeper level and shape responses in answering 'big questions'. 	
Inspection findings	
New leaders bring enthusiasm, focus and stability after a time of sadness and challenge. They	

recognised that there was limited understanding of the existing vision and that it made little impact. Bringing the school together, the vision was refined. This gives a clear focus to improve, enabling it to make rapid progress as a Church school. The sense of 'rising together' resonated with the community. Diocesan care was invaluable at this time, they 'wrapped arms around the school, giving hope and love'. Pupils increasingly talk of their growing appreciation of the vision and where it shapes their thinking. They make links between each part of the vision and Christian values that help them to understand its meaning. Pupils use the accessible language of values throughout the day. They show an understanding of the biblical stories underpinning the values, extending their significance. Staff weave Christian values throughout learning, so each perceives the diverse situations where they make a difference. For instance, new reading books are chosen to enrich understanding of values through informed discussions.

The vision effectively addresses the needs of the community. Leaders astutely set rapid action plans to raise the impact of this school. These focused upon being a flourishing Church school, raising pupils' behaviour and meeting their diverse needs. In all instances significant improvements have been made. Using an approach linked to the vision and high staff expectations, pupils are guided to make good choices. Staff feel empowered through the vision to play a greater role in developing the school. Their talents are recognised, nurtured to take on greater responsibilities as leaders. Staff see their role as living out the vision, so all recognise the difference it makes. School leaders' evaluations are robust and systematic. Governance has had limited impact on development. A diocesan staff member with experience volunteered to lead governors, growing their skills. The role of governors is now developing positively.

Leaders draw on Jesus' example of reaching out to the centurion's servant who faced challenges on his 'journey of life'. They perceive their role as removing any barriers to learning, so all can flourish. New approaches allow early identification of pupils' diverse needs. Focused training raises staff knowledge and skills, so additional intervention programmes for pupils are implemented. Regular reviews determine the impact of these and lead to refinements. Specific nurture for pupils' communication skills is developing well. Pupils' social and emotional needs are thoughtfully met, helping them to recognise their feelings. Personalised strategies are agreed that help each to manage these and be ready to learn. These are effectively raising aspirations, linked to the high expectations of staff. Pupils feel successful, growing their self-belief. Reflection spaces are valued as opportunities to consider actions, in addition to the support of the therapy dog. Environmental activities offer opportunities for pupils to work together, developing resilience to overcome challenges. Staff mental health and wellbeing is a priority, so they feel valued. Pupils effectively draw on a range of strategies which support their wellbeing.

Pupils' articulate that they find religious education (RE) engaging and challenging. There is a clear emphasis on exploring 'big questions'. Pupils organise and verbalise their ideas, learn from others and disagree well. These shape their beliefs. Dedicated opportunities allow them to reflect on new ideas and what these mean for them. The RE curriculum planning was revised, ensuring it is progressive, balanced and diverse. Subject leadership has produced plans for every unit. There is a clear focus for learning, supported by resources and questions. These help to raise staff knowledge and skills. Identified gaps in pupils' learning are recognised through regular assessment, so these are targeted, reinforcing previous knowledge. An introduction page for each unit gives key religious vocabulary and their meaning. This helps pupils to develop a greater understanding of their significance. However, some key themes are not fully developed. A thoughtful appreciation of worldviews is evident where pupils are beginning to make connections between beliefs. They perceive how faith shapes actions. A school-funded project combining RE and physical activities extends pupils' understanding of Christian values and their significance. The diocese supports through well focused training, sharing expertise.

Leaders take the view that we are all wonderfully made as children of God. As such, each deserves the best possible opportunities to become the best person they can be. Pupils have a good understanding of diversity, woven through all subjects. For instance, exploring people from different backgrounds who make a difference. Class reading books explore issues of disability, refugees and injustice, promoting lively discussions. As a result, everyone is seen as being special. Staff have an understanding of spirituality and where within the curriculum this can be developed. However, opportunities for spiritual flourishing are not an intrinsic part of the curriculum. Pupils have limited means of expressing the impact these experiences make for them. The pupils' school council take a lead on identifying charities to support. This enthuses pupils to become independent advocates for change, for example, raising awareness of animal welfare and homelessness. Pupils are increasingly confident to do this. Invaluable support from the executive headteacher's other school, strengthens new initiatives and enhances Nailsworth's provision.

Collective worship plays a major role in deepening pupils' understanding of the vision and what this means for them in daily life. It is inclusive and enables each to contribute with integrity and is increasingly inspiring. Consequently, pupils of all faiths articulate where it makes a difference for their actions. A number of new initiatives raise its impact. Worship now has a consistent structure, which all use. Opportunities allow pupils to reflect on new ideas, sharing and recording these in a journal. These reflections enable pupils to consider the different areas where these make a difference. A pupils' collective worship group give suggestions for improvement, requesting more drama and involvement, which are being implemented. Pupils use an approach which guides their reflections, whilst prayer allows pupils to be calm or share ideas with God. These contribute well to pupils' personal spirituality. The relationship with the local church is a strength. They add variety to worship, notably through 'Open the Book', which is eagerly anticipated. Workshops in the church enrich understanding of Christian festivals and their significance for Christians.

Leaders draw on Jesus' teachings so that everyone can live well together. This creates a culture of equity that pupils feel is built on love, where they are all valued. As a result, all treat one another with dignity and respect.

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

Information			
Inspection date	18 January 2024	URN	115637
VC/VA/Academy	Voluntary controlled	Pupils on roll	199
Diocese	Gloucester		
MAT/Federation			
Executive Headteacher	Sarah Broadbent		
Chair	Roland Roberts		
Inspector	David Hatrey	No.	844