

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

Welton St Mary's Church of England Primary Academy	
Address	School Drive, Welton, Lincoln, LN2 3LA

School vision
<p>Together we care, learn and thrive.</p> <p>As an inclusive Christian community we value each person, seeking to release everyone's full potential as promised by Jesus Christ. We seek to provide a safe, inspiring and creative learning environment providing opportunities for all to flourish. Through challenge, support and care we strive for excellence in all that we do; always building on the foundation of shared values with consistently high expectations rooted in God's love. Together we are encouraged to be agents of positive change in this world.</p> <p>'May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the holy spirit.' Romans 15:13.</p>
School strengths
<ul style="list-style-type: none"> <li>• The Christian vision is a clear and aspirational response to the needs of the pupils and local community. By promising hope and encouraging a striving towards excellence, it enables pupils and adults to flourish.</li> <li>• Shaped by the Christian vision, the ambitious curriculum is made accessible to all. The knowledge and skills it provides broaden pupils' horizons and prepare them well for the next stage of education. The curriculum is enhanced by rich opportunities that contribute significantly to the development of character.</li> <li>• The core Christian values flow naturally from biblical teaching. They are embedded fully and applied across the work of the school.</li> <li>• The inclusive culture nurtures wellbeing, especially for those with special educational needs and/or disabilities (SEND) or deemed vulnerable. These pupils are provided for with high levels of care which enable them to thrive academically and personally.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Embed a shared, explicit understanding and language of spirituality across the school. This is to ensure that the curriculum and collective worship enable the spiritual flourishing of all.</li> <li>• Develop monitoring and evaluation of the provision of religious education (RE). This is to support consistency in delivery and improve the effectiveness of the curriculum.</li> </ul>
Inspection findings
<p>The aspirational Christian vision is a carefully considered response to the needs of pupils and the wider community. Built on the biblical promise of overflowing hope, the vision provides purpose, challenge and encouragement. As a result, all are supported in a nurturing community and enabled to thrive in both learning and personal development. Leaders have a clear idea of what they want for pupils, preparing them well for their next steps. They also prioritise the development of staff and</p>

the school as a resource for the wider educational community. In this way the hope for a better future by releasing potential overflows and impacts positively on other schools. Pupils who join the school in different year groups are well-supported, settle quickly and make good progress. Many parents choose the school for the way the combination of support and challenge consistently meets pupils' needs. The principles embedded in the vision guide many aspects of the work of the governing body. This includes the allocation of resources to ensure that the ability to care, learn and thrive is extended to all. However, governors do not pay sufficient attention to monitoring and evaluating the effectiveness of the RE curriculum .

The curriculum is carefully constructed as a response to the specific needs of pupils and their context. It broadens horizons by developing pupils' understanding of a diverse range of cultures. Teachers develop pupils' knowledge and skills in ways that challenge them and release potential. They use creative ways to motivate and help pupils retain knowledge. This reflects the aim of the Christian vision to inspire through a balance of challenge and support. Leaders adopt innovative approaches designed to meet the needs of pupils with SEND. The use of signs and symbols to anchor knowledge, works to the benefit of all. This successful learning culture is built around the curriculum and its delivery. It is an impressive practical demonstration of the school community caring, learning and thriving together. Some opportunities for developing spirituality are identified across the curriculum, particularly in the choice of key reading texts. However, there is inconsistency in the language used which limits the possibilities for spiritual flourishing.

Collective worship is a valued part of the daily rhythm of school life. It provides a calming and inspirational context for adults and pupils to consider important questions about life and belief. Focus on the school's Christian values, woven around the Church calendar, provides structure to the planning. Pupils learn about key aspects of the Christian faith and regularly reflect on ways to apply this teaching to their own lives. The involvement of a wide range of visitors in leading worship presents pupils with different perspectives. This encourages everyone on their spiritual journey. Celebration of some Christian festivals takes place in the school grounds and draws large numbers of parents and carers. In this way the impact of the school as a worshipping community is developing.

Throughout the school there is a strong focus on pupils and adults caring for each other. Leaders maintain a culture in which everyone, whatever their background, is made to feel welcome and fully included. Some families travel significant distance to benefit from this quality of care and the difference it makes to their children. Carefully structured screening ensures that pupils' needs are identified early. Personalised support is provided sensitively to ensure that pupils remain part of their peer group. Adults working in all roles across the school feel valued. The broad range of opportunities for professional development encourages staff to strive towards excellence. This has led to high standards of practice in some curriculum areas that are used to benefit other local schools. The governing body recognises its responsibility to support the wellbeing of staff.

The Christian vision encourages members of the school community to develop as agents of positive change. This begins from the start, with pupils taking increasing personal responsibility for their actions and their learning. Many opportunities are provided in the curriculum for pupils to learn about injustice and take action to make a positive change. Examples include the negative impact of the trade in palm oil and issues relating to neurodiversity. As a result, pupils are encouraged to be more careful shoppers and consumers. They also learn to understand and celebrate difference and diversity. Pupils respond in creative ways to raise awareness and challenge injustice directly. Work to improve communication skills gives pupils confidence to express themselves clearly and the ability to challenge others more effectively. Leaders model the possibility of change in certain policy decisions, such as giving away spare food to reduce unnecessary waste.



Pupils enjoy religious education and talk with knowledge and enthusiasm about their learning. The curriculum is well-structured and relevant, introducing younger pupils to a wide range of worldviews. Careful sequencing of units allows for aspects of belief to be explored more deeply with older pupils. They are able to apply a variety of different approaches to learning very successfully. These include considering how people think, what they believe and the ways they choose to live. Consideration of non-religious worldviews and diversity within faith groups ensure balance in the curriculum. Pupils joining the school are well supported and able to catch up with the knowledge and understanding of their peers. Leaders benefit from high levels of support and good quality training provided by the diocese. However, the effectiveness of the curriculum is not regularly monitored or evaluated. This means that there is inconsistency in some aspects of practice, including the way pupils' responses and discussions are recorded.

The inspection findings indicate that Welton St Mary's Church of England Primary Academy is living up to its foundation as a Church school.

Information			
Inspection date	29 January 2024	URN	139187
VC/VA/Academy	Voluntary controlled	Pupils on roll	384
Diocese	Lincoln		
MAT/Federation			
Headteacher	Nicola Gough		
Chair	Andy Johnson		
Inspector	Peter Barfoot	No.	2216