



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wool Church of England Primary School	
Address	High Street, Wool, Wareham, BH20 6BT
School vision	
<p>‘Rooted in the community to grow and flourish.’</p> <p>Our school vision encompasses a vision of the Kingdom of God where God’s love reflects that everyone is welcome, is valued and truly matters. Each of us is a unique individual and, like the mustard seed, we all have the potential to grow and to flourish.</p>	
School strengths	
<ul style="list-style-type: none"> • The Christian vision at Wool Primary, deeply rooted in biblical teaching, is a living reality. It underpins all that the school does to meet the needs of its community. This enables adults and pupils to flourish. • Religious education (RE) is valued and prioritised. As a result, pupils demonstrate an impressive depth of subject knowledge and understanding. • Inspirational collective worship is exceptionally well-planned, monitored and evaluated. Consequently, individuals flourish spiritually. • A shared understanding of spirituality is embedded through identified and spontaneous opportunities in the curriculum. This enriches individual spiritual development. • The vision inspires respectful and caring relationships. Both pupils and adults are valued, supported and nurtured. It especially embraces the inclusivity of those with special educational needs and/or disabilities (SEND). 	
Areas for development	
<ul style="list-style-type: none"> • Enhance the RE curriculum to include teaching about non-religious worldviews. This is to ensure provision is balanced and relevant to a diverse society. • Expand the role of pupil leaders to be agents of change. This is to enable them to advocate, influence and promote positive ethical choices. 	
Inspection findings	
<p>Wool Primary's Christian vision, embedded through strong leadership, empowers it to be a highly effective Church school. It inspires the united staff team in meeting the needs of Wool’s community. The school's Christian values of love, respect, faith, perseverance, and aspiration are widely lived by pupils and staff. They champion how these values relate to Bible stories and the example of Jesus. Therefore, the vision and values are faithful to the Christian foundation of the school. Adults and pupils flourish in an environment where individuals are cherished in line with the vision. The school benefits from being part of the Coastal Learning Partnership (CLP). Its vision of 'broadening horizons together' inspires the community. This complements the school’s vision to promote growth and flourishing. The school is also strengthened through its relationship with the Salisbury Diocesan Board of Education (SDBE). Both organisations, CLP and SDBE, effectively support staff development</p>	

through successful training. Practical systems are in place to monitor and evaluate the impact of the vision. Consequently, the school continually identifies areas for development, improving its provision.

The Christian vision at Wool is pivotal to the curriculum. The underlying themes of community, communication, challenge and curiosity relate to the school's Christian values. For example, love, the foundation of community, inspires a highly inclusive curriculum. As a result of impactful professional dialogue, spirituality is widely understood by staff and pupils. Pupils understand this as an invisible yet integral part of themselves. Leaders ensure that spiritual experiences are intrinsic to the curriculum. There are planned and spontaneous opportunities for pupils' personal reflection time. As a result, they express thoughtful responses. The curriculum offers enrichment opportunities such as forest school. There are also inspiring visits to the beautiful local area and beyond. These experiences live out CLP's vision to broaden horizons, generating curiosity and ambition. High aspirations for pupils, including those deemed disadvantaged, vulnerable, and with SEND, ensure many opportunities for them to flourish. Inclusion is truly lived through the vision of each person being unique and welcomed. Staff across the school provide a personalised approach, tailored to the needs of each individual. This exemplifies how each person is valued in line with the vision. Pupils demonstrate a mature understanding of their peers' needs. They champion the school's ethos of equity. Pupils appreciate that adaptations are sometimes necessary for others to excel. The school's culture is securely linked to promoting the Christian vision.

Collective worship is much valued. It marks the end of the day, providing a bridge to home. There is often a 'take away' challenge. This demonstrates how worship is made meaningful beyond the school. To strengthen this, prayer bags are taken home to share with parents. Whilst walking to worship, pupils select coloured stones, using these as a focus for prayer. Thus, an atmosphere of calm and reflection is created. 'Open the Book' worship, led by local volunteers, is enthusiastically received and has a positive impact. For example, pupils demonstrate an impressive knowledge of Bible stories. Furthermore, they understand the messages of parables such as 'The Lost Sheep'. They link these stories to school values, guiding their behaviour towards one another. Consequently, worship inspires attitudes and actions that enable pupils to cooperate well together. They are keen to be involved and share spontaneous prayers. This contributes to developing their spirituality. Pupils lead weekly worship, focusing on global news events, linked to Bible stories. These reflections develop spiritual awareness and make worship relevant and inspiring. The supportive culture of the school is enhanced by the link with the local church and volunteers. This meaningful partnership is reinforced through events such as an 'Experience Pentecost' workshop. Thus, opportunities for spiritual growth are enriched. Various methods are used to capture the impact of worship in developing spirituality. Therefore, it is monitored and evaluated effectively. Consequently, worship lays the foundations for the rich spiritual development of pupils and adults. This strengthens and sustains the whole school community.

The culture of inclusion and care ensures a nurturing environment. Inspired by the vision, there is a strong sense of community. Staff are a close team who take good care of one another. Pupils understand the clear expectations for behaviour, linked to the school values. This establishes positive habits and behaviours. These are reinforced by much-appreciated weekly awards for demonstrating shared values. In coordination, local shopkeepers give tokens as rewards for living out the school's chosen values. Consequently, Wool Primary is truly rooted within the local community to enable pupils to grow and flourish. Wellbeing is a priority with a wide range of practical support and services. Many of these approaches are bespoke according to individual needs. As a result, pupils and adults thrive. This is because staff proactively listen, help and support families.

The strong Christian vision and culture provide a spiritually nourishing haven. There is a sense of

calm and kindness, where the Wool school community is empowered to be positive. Active involvement from school council, worship committee, eco group, welfare and sports ambassadors, enhance pupils' leadership skills. In these roles, pupils demonstrate advocacy for one another. Pupils are beginning to think beyond the school. For example, following a pupil-led worship, the eco council organised a plastic-free week of lunches. This shows their concern for the environment. Moreover, some recognise their responsibility as stewards of God's earth. As a result, pupils are beginning to be aware of ethical choices and their environmental responsibilities. Within the local community, the school supports the food bank at Harvest and also Christmas with a reverse advent calendar. Pupils learn the value of giving to others. They are aware of fundraising for charity. However, these tend to be adult-initiated events. Therefore, pupils' impact on influencing and promoting ethical choices and advocating change is in its early stages.

Staff provide pupils with a challenging and exciting RE curriculum. There is a well-structured plan for teaching the subject to ensure progression and continuity. A helpful RE handbook reinforces expectations for staff. As a result, teachers build on pupils' prior learning and embed subject knowledge more deeply. RE is effectively monitored and evaluated through lesson observations, pupil voice and work scrutiny. This results in clear strengths identified in the subject and areas for development. Consequently, pupils display an impressive level of understanding, with precise vocabulary evident in their RE work. This helps pupils to articulate their learning, further demonstrating the high quality of teaching. The school's accurate RE assessment clearly indicates effective progress in the subject. Bespoke training ensures staff have accurate subject knowledge. As a result, pupils demonstrate secure knowledge about various religious beliefs and recognise Christianity as a global world faith. This shows the impact of well-structured provision. However, the curriculum does not include teaching about non-religious worldviews.

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

Information			
Inspection date	21 May 2024	URN	148328
VC/VA/Academy	Academy	Pupils on roll	91
Diocese	Salisbury		
MAT/Federation	Coastal Learning Partnership		
Headteacher	Ellie Griffiths		
Chair	Richard Bartlett		
Inspector	Amanda Brockway	No.	2214