

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Francis Church of England Voluntary Aided Primary

Vision

A love for God which will guide us to share and receive love:

A love for each other

A love for learning

A love for the world.

‘Love the Lord your God with all your heart, with all your soul, and with all your mind.’ and ‘Love your neighbour as you love yourself.’ Matthew 2: 37-39

Strengths

- The Christian vision enables the school community to live well together. Compassionate and supportive relationships positively impact the mental health and wellbeing of pupils and adults.
- Collective worship fosters a profound sense of belonging. It provides cherished moments for spiritual growth through invitational prayer and reflection.
- Enthusiastic leaders ensure that religious education (RE) is high profile. Careful planning enables pupils to learn a broad, balanced, challenging and diverse curriculum.
- Leaders make sure pupils are given the opportunities within the curriculum to actively celebrate the diversity within the community it serves. Consequently, pupils treat each other with respect.
- Learning experiences are shaped by the Christian vision in this highly inclusive school. This enables the vulnerable pupils and those with special educational needs and/or disabilities (SEND) to thrive.

Development Points

- Embed opportunities for spiritual development across the curriculum to further promote the spiritual flourishing of pupils.



Inspection Findings

The Christian vision of love permeates through this warm and caring school. In revising the vision, leaders have created an approach that meets the needs of the community. It is driving the strategic direction of the school and it is woven through the school development plan. Leaders know how effective the vision is in supporting personal and academic flourishing. This is a direct result of careful monitoring and evaluation by leaders. Conscientious governors support and offer challenge to the school. The systems and policies in place are underpinned by the vision and school values. This leads to a culture where pupils and adults are treated well.

Patient, kind love is at the heart of the relationships within this inclusive community. The Christian vision is lived out by leaders, they act as positive role models nurturing respectful relationships. Enabling good mental health for the pupils and adults is central to the work of the school. The impact of the play and behaviour policy is clearly visible at lunchtimes. This is supporting the mental health of the pupils. During lunchtime pupils behave well, playing together harmoniously. The older pupils take on the responsibility of being play rangers, supporting the younger pupils in their play. Leaders have an open-door policy where staff and pupils feel listened to and cared for in difficult times. The Christian vision of love for each other reaches out to all the families at St. Francis. They are well supported in times of need.

Inclusive collective worship is shaped by the Christian vision and is central to the life of the school. It provides a special time of coming together where pupils and adults with different faiths or none are welcomed. Worship is carefully planned around the three key principles of kindness, courage and character and associated Christian values. It offers pupils and adults the opportunity to reflect on Christian teachings and festivals. Pupils talk with confidence about how the vision and values help them in their learning and their personal relationships. Invitational prayer and reflection are woven through each worship where pupils and adults are given time to be still. These moments support their spiritual flourishing. The shared language and meaning of spirituality support the pupils and adults in discussing their spiritual growth. Pupils talk about how it helps them to reflect on key moments in their lives. Leaders monitor the impact of collective worship and the views of pupils are integral to this process. This results in effective feedback that leads to improvements. The school has a strong partnership with local churches and the diocese. Clergy from different denominations contribute to worship and this is enriching the provision of inspirational collective worship.

The curriculum offers pupils a broad range of exciting activities. These promote a love of learning from the start of school life in the nursery. Enthusiastic pupils enjoy learning about the cultures and religions within their community. They are able to share the knowledge of their own culture with their peers. This enables them to develop a love for themselves and others. Exploring diversity within the curriculum is helping pupils to treat others with tolerance and respect. Older pupils have a deep understanding of how this learning will support them in their relationships in adult life. The love of learning continues to be fostered through a wealth of extra-curricular activities. Pupils enjoy participating in lots of different sports clubs together with clubs that cater for their wider interests such as gardening. Vulnerable pupils and those with SEND are identified quickly and are well supported in their learning. The pastoral work of the school is transforming the lives of pupils and their families. Leaders support families to overcome barriers that prevent pupils from attending school. A clear language of spirituality that is meaningful to the pupils and adults has been introduced. However, opportunities for spiritual development in the curriculum are underdeveloped and this limits spiritual flourishing.

Experiences to learn about justice and responsibility are promoted through the curriculum and in collective worship. Pupils are developing a love for the world in which they live. They understand that they can use their voice to make a difference. The school council discuss each year which charities they would like to support as a school, in consultation with each class. Through this work they understand that they have a responsibility to



show love and care for others. Pupils have been inspired to act independently by raising money for different causes such as the homeless and cancer charities. They talk thoughtfully about why they have chosen to act and how they hope that it will improve the lives of others. The school shows love and responsibility through prayer and fund raising for Bwaziba school in Uganda. This established link enables pupils in both schools to gain a deeper understanding of different cultures. Enthusiastic pupils talk knowledgeably about environmental issues in their local community and globally. They take part in activities such as litter picking because they understand that it can have a positive impact on the environment.

The carefully planned RE curriculum builds on prior skills, knowledge and concepts. It enthuses the pupils who are able to express their understanding in creative ways. Learning about Christianity around the world is giving pupils an understanding that Christianity is a global world faith. Pupils articulate an understanding of different religions and non-religious worldviews. They are happy to discuss their own personal views in RE because they feel safe and they know they will be treated with respect. Staff are supported in their teaching of RE by the subject leader who provides continuing professional development. The subject is well resourced and artefacts are used to support the pupils' understanding of different religions. Visits to different places of worship enrich the curriculum. Leaders monitor and evaluate the teaching and learning of RE within the school and this leads to further improvements. Pupils make progress in their learning as a result of a well-structured curriculum. Assessment systems are in place that inform the teaching and learning. This allows for the early identification of misconceptions. Effective feedback in lessons helps pupils understand what they have done well and how they need to improve. Moderation of work within school supports the accuracy of the assessments.

Information

Address	26 Aiken Road, Taw Hill, Swindon. SN25 1UH		
Date	14 October 2024	URN	134151
Type of school	Maintained Voluntary Aided	No. of pupils	442
Diocese	Bristol		
Headteacher	Hester Millsop		
Chair of Governors	Linda Pope Elizabeth Read		
Inspector	Judith Manns		