

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

### Woodchester Endowed Church of England (Aided) Primary School

#### Vision

School vision: LOVE, LEARN AND FLOURISH TOGETHER

'Indeed, the body does not consist of one member but of many'. 1Corinthians 12:14

Woodchester Endowed Church of England (Aided) Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Strengths

- Strong and devoted direction from leaders, including governors, effectively promotes the school's distinctive vision. As a result, strategic decisions, policies, and the curriculum impact positively, enabling adults and pupils to flourish.
- Anchored by the vision, partnerships with the village, town, church, and diocese, strengthen and enhance the school's work. This enables them to serve families and their community effectively.
- The school's formidable commitment to a nurturing and inclusive environment results in pupils knowing their strengths. Consequently, they are confident to express personal views of injustice and their responsibility to the world around them.
- Adults work unstintingly for the wellbeing and flourishing of others by living out the vision. This teamwork leads to skills and talents being harnessed so pupils and staff experience success in their work and personal achievements.
- Religious education (RE) is taught as a multi-disciplinary subject. It is carefully crafted leading to a depth of understanding. As a result, pupils confidently discuss Christianity and a range of faiths and worldviews, in terms of beliefs, thinking, and living. This prepares them well for life beyond school.

#### Development Points

- Extend opportunities for pupils to engage in a range of worship activities. This is to develop spiritual awareness and growth.
- Expand the use of reflection areas in and around the school. This is to enhance spiritual flourishing by enabling pupils to have a deeper understanding of the vision.



## Inspection Findings

The vision at Woodchester school, 'love, learn and flourish,' empowers adults and pupils. This means they work together for the common goal of achieving their very best. With unswerving commitment and energy, leaders make courageous decisions for the benefit of pupils and adults alike. Supported by highly effective governors, policies and procedures reflect the vision. For instance, the commitment to ensure pupils, including those with special educational needs and disabilities, are offered a wealth of experiences. Clubs and school extension activities such as the bird of prey club and residential trips, broaden horizons and knowledge. Consequently, pupils delight in sharing immersive experiences with friends, where love and learning unite relationships. Staff and governors at Woodchester constantly explore, review, and adapt their practices to continue building on school successes. For example, the popular forest school areas and curriculum have been adapted to include more opportunities for spiritual growth. This deepens the connections pupils make with the world around them.

The context-driven curriculum is shaped by values that underpin the vision. The values of courage and trust are utilised to encourage pupils to take risks in their learning. As a result, they challenge themselves and their views. The staff pride themselves on developing the whole child. This presents itself as a carefully shaped curriculum meeting the needs of the pupils. Consequently, pupils know their strengths. The introduction of books to reflect diversity in the world helps pupils appreciate and value differences. They develop a respect for the challenges people face and have experienced such as the Windrush generation. They appreciate the care that is taken by teachers and assistants to make their lessons engaging. They especially value subjects such as art and drama where they have time to reflect upon their achievements. Staff intentionally bring out moments for spiritual contemplation, both planned and unplanned, across the curriculum. This means that pupils have reflective conversations which foster spiritual growth.

Woodchester's daily worship is shaped by the vision. It is valued as a time to be together, to pause and reflect upon God's world. Words from the vision 'the body does not consist of one member but of many', remind attendees that worship is inclusive. Consequently, pupils who find it difficult to focus, are supported and valued as contributors. Worship leaders use a selection of styles to encourage and nourish spiritual flourishing. Key questions, partner talk, and discussing a range of feelings, described as 'the ows, wows and nows of life' are used effectively. However, pupils' spiritual growth is limited due to reduced opportunities to be involved in a variety of worship activities. Partnerships with the church are mutually beneficial. For instance, after hearing from clergy that loneliness is an area of need in the community, pupils helped at a 'Lunch with Friends' event. Chatting with residents, playing music, and sending cards afterwards, offered love and hope to others. Through invitational prayer and moments of stillness, worship offers a time to think, reflect and connect with others, enriching spiritual development.

The vision inspires a genuine sense of teamwork and care for one another. The leadership team and governors have a deep understanding of proactively supporting staff wellbeing. Tasks are re-shaped to be less time consuming and 'checking in' or seeking views through surveys are frequently sought. As a result of the supportive ethos, staff feel valued and loved. In turn, staff care and nurture pupils, enabling them to feel safe and cherished. Staff training to support pupils with their emotions ensures their mental health is a priority. Consequently, their attendance is strong. Pupil leadership roles, for instance, the Year 6 buddy scheme, help widen a culture of care. Younger pupils, including those deemed to be vulnerable, delight in receiving welcome cards from their 'buddies' before starting school. Leaders are aware that time and opportunities to be still and reflect impact positively on spiritual flourishing. Therefore, pupil leaders assist in shaping reflection and calm areas in school. However, these spaces are



limited and do not connect the school vision to the lives of pupils. This results in reduced opportunities for spiritual growth.

The words of the vision 'flourishing together', encourage a sense of responsibility towards others. Mutually beneficial relationships are harnessed through community work. Year 6 pupils organise food bank collections in school. This makes a tangible difference to families who are finding times difficult. Collaboration with the local council and national schemes enables pupils to be involved in outreach community work, such as charity fundraising. This gives them a voice, helps to cultivate life skills, and develops an understanding of how they can make moral choices. Pupils are motivated to be agents for change, such as looking after the environment by litter picking or campaigning against plastic waste. These opportunities enrich pupils' capacity to build character and self-motivate for the good of others. The school's restorative justice approach to behaviour, linked with its vision, results in calm, respectful social times. With a wide range of resources, spaces, and games to encourage playing together, pupils learn about respect and forgiveness. Consequently, they understand how they can impact positively on the lives of others by being kind.

RE has a high profile across the school and is valued as an important academic subject by pupils and staff. Well-crafted working walls and displays offer rich stimulus and reinforce key questions, language, and knowledge. This contributes to an environment that values curiosity and exploration. Younger pupils are encouraged to share their views about creation through drama. Year 6 appreciate debates that tackle the different views between 'The Big Bang Theory' and the story of creation in the Bible. These discussions result in pupils who acquire a depth of knowledge over time within a well-sequenced syllabus. Close links with the diocese help develop subject leadership and teachers' expertise. Leaders have fashioned a curriculum to ensure pupils learn about beliefs, and how these impact the way people think and live. Learning about diversity within a range of faiths and worldviews, and from different perspectives, prepares them for life beyond school.

High-quality RE teaching ensures lessons are interactive and lively to engage learners. Consequently, curiosity is sparked, and discussions are spirited. Carefully crafted opening questions to units elicit pupils' starting points. Work is insightfully tailored to offer worthy learning opportunities. This makes a significant positive impact on progress. Evaluation at the end of units of work enables teachers and pupils to assess the progress made. Leaders, including governors, monitor results and identify next steps in the development of the subject. This informs future teaching and learning. As a result, the curriculum is balanced for the needs of the pupils, aspirations are high, and the quality of work shows depth of understanding.

## Information

Address	Church Road, North Woodchester, Stroud, Gloucestershire, GL5 5PD		
Date	12 February 2025	URN	115704
Type of school	Voluntary Aided	No. of pupils	134
Diocese/District	Gloucester		
Headteacher	Lynne Loomes		
Chair of Governors	Sally Bull		
Inspector	Carol Dougill		