

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wick Church of England Primary School

Address	Church Road, Wick, Bristol, BS30 5PD		
Date of inspection	15 October 2019	Status of school	Voluntary Controlled
Diocese	Bristol	URN	109177

Overall Judgement	Grade	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgement		
The impact of collective worship	Grade	Good

School context

Wick is a primary school with 189 pupils on roll. Most pupils are of White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. Since the last inspection the school has entered into an informal partnership with Abbotswood Community Primary School and the headteacher is the executive headteacher of both schools.

The school's Christian vision Inspiring and Achieving Together

'I have come that they may have life, and have it in all its fullness' John 10:10

All are inspired to fulfil their aspirations through the shared Christian values of creation, hope, thankfulness, peace, humility, forgiveness, compassion, service, trust, justice, courage and friendship.

Key findings

- The vision promotes an exceptionally supportive and cohesive community in which the mental health and wellbeing of all are nurtured and are enabled to flourish.
- The school's vision creates an environment in which all are treated with dignity and respect and provides many opportunities for all to understand and celebrate difference and diversity.
- Staff have a shared understanding of spirituality, including the use of the big questions, although this is not consistently developed in a progressive way across the whole curriculum.
- Leaders are using a variety of strategies for the school's self-evaluation process. However, they are not regularly monitoring and evaluating the impact of the vision on all aspects of school life on pupils.
- Whilst pupils plan, lead and deliver worship on occasions, mainly to celebrate the church festivals, they do not take a leading role in the same way during school worship.

Areas for development

- Increase pupils' understanding of the links between the school's vision and associated Christian values and learning strategies in order to deepen the impact of the vision.
- Provide greater opportunities across the curriculum to explore philosophical and theological questions in order to help pupils explore spiritual and ethical issues.
- Enable pupils to plan, lead and deliver worship independently on a regular basis in school so that they have greater experience and can take a consultative role with leaders in the evaluation process.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Wick's Christian vision is rooted in biblical teaching and the school's local context. It symbolises the strong partnership between the village, school and church communities which enables all to live life to the full. The vision drives the way the school nurtures each individual child, made in God's image. It empowers all pupils to desire to be the best they can be. The vision is integral to school improvement plans such as promoting mental health and wellbeing. Collective worship and religious education (RE) are prioritised in development plans and the life of the school. Leaders are fully aware of current thinking in church school education which has been integrated into the vision. The school's partnership with the diocese is effective. Professional development for leaders and staff has been used well in line with the school's improvement plan. Leaders' self-evaluation of the school as a church school is in place. However, using pupil conferencing and feedback is not embedded in the process. As a result, leaders have been unaware that pupils are not fully able to articulate the school's vision. For instance, pupils cannot explicitly explain how it supports them in their learning. The school's partnership with the local church and village community is integral to the daily life of the school and very effective in enhancing pupils' learning.

The school's exciting and inspiring creative curriculum is a strong reflection of its vision. Enrichment activities are provided within the curriculum such as trips, visitors and an engineering project. These have a good impact on creating positive attitudes to learning. A wide range of strategies are used well to make changes to the curriculum to meet the needs of every pupil, enabling all to flourish. Good use is made of the environment, for instance with the local community's Little Dippers nature club. Staff have a shared understanding of spiritual development which is integral to the whole curriculum. However, there is not a structured plan in place to develop spiritual and ethical awareness progressively across the whole curriculum. Big questions, linked to worship themes, are raised in class reflection books but are not changed according to age. Attainment and progress for all pupils, including the disadvantaged, is in line with national averages ensuring that all flourish academically. The vision ensures that school is a secure and enjoyable place of learning for all. Pupils are motivated by the way the achievement of others is valued and praised and set in a Christian context.

The school's vision focussing on the word 'together' creates a harmonious and cohesive culture. Pupils respect others' different viewpoints and learn to disagree well. They sort out any conflicts in relationships using forgiveness often without adult support. They are exceptionally sensitive and accepting of the emotional needs of others. Older pupils inspire and serve younger pupils' needs by taking roles as buddies and leading a variety of lunchtime clubs. Staff are exceptionally supportive of one another as well as the whole community. Leaders promote mental health systems which ensure both staff and pupils feel valued and confident to express their views. The school's vision promotes a tolerant, open culture where all are treated with dignity and respect. This is because there are many opportunities to explore diversity and difference within the curriculum. Pupils have formed a good link with pupils at an inner city school in Bristol through strong church connections. A child in the Caribbean has been supported for many years by the school. Pupils are motivated by a need to address issues of inequality. As a result, pupils have a good understanding of disadvantage and deprivation at a global as well as local level. A recent inspirational Harvest service highlighted pupils' passion for the need to take action to counter climate change.

Collective worship reflects the Christian vision by promoting a special time to worship 'together' as a school community. As a result, worship is central to the school day. Teaching, often from Bible stories, reflects the school's vision and values. Worship enables all to flourish by providing important messages which pupils say have a good impact on their behaviour and attitudes. The pupils' worship team support adult worship leaders as well as leading independently in church. They use drama very effectively to illustrate and enhance pupils' learning. However, leaders do not regularly include formal evaluations from pupils on the impact of worship on their lives. Pupils are developing an understanding of the Trinity from the three candles lit at the start of worship. The vicar and RE leader ensure that planning links with the school's values. However, an understanding of the vision and its biblical roots are not generally part of worship. Although monitoring systems by governors are in place worship is still known as assembly which reduces its Christian distinctiveness. Pupils say they find times for prayer and reflection beneficial because they promote feelings of calm and comfort. They were inspired by a recent visit by the Bishop of Bristol to open the new reflection garden. As a result, the worship team are now using the garden

to raise the profile of reflection during lunchtimes.

Religious education is very effective in reflecting the school's vision to provide 'life in all its fullness.' Pupils have very positive attitudes towards RE. They demonstrate a curiosity and appreciation of the beliefs of other religious communities as well as those of Christian faith. Excellent use is made of the adjacent church and meeting people from the church community. This enables pupils to develop a good understanding of Christianity as a living and diverse faith. Opportunities for pupils to meet people from of a range of religions and world views are highly effective. Pupils are able to think deeply, interrogating ideas and making connections which develop their understanding. They are able to express and develop their ideas confidently, promoting spiritual development very effectively. Monitoring and evaluation by governors is effective. Assessment strategies provide a clear overview of attainment and progress. The subject leader has recently taken on this role. School leaders are ensuring that relevant professional development is provided to meet his needs. The school has been recognised for its good practice by the South Glos SACRE 'Widening Inclusion in Religious Education' (Wire) award. Statutory obligations are met and RE is in line with the Church of England Statement of Entitlement.

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