

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Willersey Church of England Primary School			
Address	Church Street, Willersey, Broadway, Worcestershire, WR12 7PN		
Date of inspection	13 February 2020	Status of school	Voluntary Controlled (VC)
Diocese	Gloucester	URN	115661

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

<p>School context</p> <p>Willersey is a Church of England (VC) primary school with 61 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The majority of staff are new to the school since the previous SIAMS inspection.</p>
<p>The school's Christian vision</p> <p><i>To Learn together through Faith, Fun and Friendship.</i></p> <p>Our Core Christian values and associated Bible verses enable us to understand and remember each value. We understand that the Bible is a source of encouragement, guidance and constancy, which enables us to clearly challenge and support each other.</p>
<p style="text-align: center;">Key findings</p> <ul style="list-style-type: none"> • The highly respected and compassionate headteacher has created an inclusive, caring community, where all are seen as being special to God. This is driven from a shared Christian vision, promoted by all governors and staff alike. • Pupils have a very good understanding of the school's Christian values and can explain the difference they make to their behaviour and relationships. • Religious education is enjoyed by all pupils. It provides good opportunities for children to explore faith and values across diverse religious communities. • There is a richness in collective worship, created by the highly effective partnership with the local church community. The headteacher and rector have been inspirational in their support for developing pupils as leaders of worship.
<p style="text-align: center;">Areas for development</p> <ul style="list-style-type: none"> • Strengthen pupils' knowledge of the school vision so that they have a deeper understanding of the theology behind it. • Ensure that there is a shared understanding of spirituality, which staff use to plan deepening experiences across the curriculum. • Embed courageous advocacy across the school, so that pupils take the lead in championing national and global issues of injustice and inequality.

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

Willersey is a caring and compassionate Church of England Primary School. Led by a dedicated and highly regarded headteacher, leaders have created a harmonious school, where everyone is valued for their uniqueness. The words spoken by Christ: 'I have come that they may have life and have it to the full'. (John 10:10) are used to bring cohesion to the school's vision. Whilst this is articulated well by staff and governors of the school, it is understood less well by pupils. The school's vision is used to direct decisions and drive improvement. Previous areas for development have been addressed well. Governors now have a much clearer understanding of what it means to be a church school. The creation of an ethos committee has ensured that the Christian character of the school shines through every part of its work and is regularly evaluated. Personal achievement is celebrated well and the high priority given to mental health and well-being is breaking down barriers to learning. The progress of pupils is continuing to rise and leaders attribute this to their school vision. Pupils with special educational needs or disabilities are supported well and given appropriate help with their learning. The enormous value that is given to each pupil is giving them tremendous self-worth, which is contributing well to their aspirations. As a result, all children and adults are able to flourish. Describing the work of the school, parents said that their children are supported well. They appreciate the care that is given to their children and recognise how it 'brings God's love to the children.'

The school's Christian values complement the vision and stimulate a positive outlook to learning. By linking learning to the school's values, school staff have created a culture in lessons where pupils give of their best and make contributions, without fear of failure. Whilst the school's core values are Christian in their foundation, pupils recognise that they are values owned by all, regardless of personal faith. Pupils make links between the values and their biblical root and share stories of how Jesus lived out those values. This encourages the pupils to do the same. In this way, the school's vision is being fulfilled. Reflecting on values enables pupils to learn more about themselves as individuals and their place in their school and wider community. This then translates into practice through the respect, care and support that pupils give to one another inside and outside of lessons. Pupils use the values to evaluate their own behaviour and relationships. Difference and diversity are celebrated amongst all in the school. One pupil said, 'We don't judge others here because we are all the same.' This is an attitude that permeates the school and adds to its cohesive community.

Collective worship meets statutory requirements and provides pupils and adults with a space to reflect on the busyness of their day. It contributes significantly to the development of pupils' spiritual capacities. Led by the headteacher, pupils have been developed in their leadership of worship. Supported and guided by the inspirational rector, the partnership with the local Church has cemented the relationship that the school enjoys with the wider community. The 'Open the Book' team is an example of the ongoing involvement of the Church in the life of the school. Their delivery of Bible stories has enabled pupils to connect the teachings of Jesus with the school vision and values they are living out. Pupils were unanimous in their appreciation of the team and how those times of worship helped them in their behaviour. Worship begins with reflection on the trinitarian nature of God. A Bible, cross and candle are used as focal points on the worship table, to identify God as Father, Son and Holy Spirit. The importance of prayer within the school community is evident and valued. Pupils are invited to offer their own spontaneous prayers as part of acts of worship. These are both moving and heartfelt. There are many spaces around school, both inside and outside the classrooms, which enable all to reflect and pray. The creative use of a tree to hang prayers on is used well by pupils. The spiritual development of pupils is given high priority in the school. However, planning for deeper experiences across the wider curriculum is not yet fully embedded.

Leaders have put a lot of emphasis on establishing systems for promoting good mental health across the school. The emotional well-being of pupils is supported well through highly trained staff and thoughtful initiatives. Pupils experiencing social difficulties know who they can go to for support. Members of the local Baptist church community provide mentoring to pupils and this is having a positive effect on their resilience and attitude towards learning. Pupils also speak fondly of the support their peers and other adults in school offer. As a result, children enjoy coming to school and this has created an environment where all are treated with respect, despite any differences. Exclusions are very rare but handled with sensitivity and in an attitude of dignity for the

pupils and their families. Staff speak with gratitude for the support that is offered to them for their own mental well-being, both professionally and personally. Newer members of staff speak warmly of the 'family atmosphere' that exists and the way they have been 'welcomed into the school family'. They are appreciative of the care offered by the headteacher and governors. This is indicative of how the school community is living well together. Leaders extend this care to families. One parent explained how their child was 'embraced by the whole school' when they moved into the community. This welcoming attitude by the school is a view expressed by many other parents.

Pupils across the school have supported a variety of charities and organisations and talk with pride about their fund-raising efforts. However, they do not yet take a lead in deciding which charities to support. Through engagement with a homeless initiative, pupils have demonstrated how they are living out their vision through the Christian values of compassion, respect and friendship. They are deepening their understanding of global issues through focused learning on topics such as climate change. However, embedding courageous advocacy into the wider curriculum, is an area the school recognises it needs to continue to develop.

Provision for religious education (RE) reflects the Church of England statement of entitlement. The subject leader, who is also the headteacher, leads RE extremely well. He is enthusiastic, highly competent and knowledgeable about both the subject and its relevance to the life of all the members of the school. Teachers are supported in their teaching through the professional development that he provides. This is also supported by the rector, who is frequently involved in supporting the school. The subject leader attends training provided by both Gloucestershire's statutory advisory committee for religious education and the Diocese of Gloucester. Teaching is good and provides pupils with opportunities to explore the big questions that religions can pose. Teachers provide space for pupils to develop their deeper thinking skills and explore personal spirituality through carefully constructed questioning. Assessment is enabling teachers and leaders to understand progress of pupils and this is helping to raise standards in this subject. The use of the Understanding Christianity material is helping pupils to deepen their knowledge of key Christian concepts. However, leaders agree that pupils' knowledge of the fundamental concepts of other world religions is not quite as secure.

Headteacher	Mark Jackson
Inspector's name and number	David Crunkhurn (884)