

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

<b>Wendron Church of England Primary School</b>			
<b>Address</b>	Wendron, Helston, Cornwall TR13 0PX		
<b>Date of inspection</b>	11 July 2019	<b>Status of school</b>	Academy inspected as VA. Southerly Point Co-operative MAT
<b>Diocese</b>	<b>Truro</b>	<b>URN</b>	<b>144004</b>

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

Wendron is a primary school with 114 pupils on roll. The majority of pupils are of White British heritage. There are currently no pupils who 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 above national averages. The school became part of the Southerly Point Co-operative Multi-Academy Trust in June 2017.

### The school's Christian vision

'To live life, life in all its fullness' John 10:10

The school have chosen the Bible story of Jesus healing the paralysed man at Capernaum. Mark 2: 1-12. It is symbolic of friends helping others and people overcoming obstacles and getting him to see Jesus as we should overcome barriers to live life in all its fullness. We are filled with awe and wonder when we see things we have a special connection with just as the people who saw Jesus heal the man were struck with awe.

### Key findings

- The vision shapes the direction of the school and its everyday life. This stands out in the quality of relationships and the way everyone is treated with dignity and respect.
- The pupils' 'worship warriors' team play a significant role in raising the importance of worship. They plan and lead worship with great confidence. However, planning for worship is not fully developed because individual leaders make decisions on what aspect of the Christian value they will explore. Therefore, some continuity is lost.
- Strong partnerships with the MAT, church, diocese and global communities enrich pupils' development and learning, inspiring them to be impressive advocates for change.
- All of the school family contribute to monitoring and evaluation which is rigorously undertaken leading to ongoing improvements. At present there are insufficient opportunities to deepen pupils' understanding of injustice and inequality.

### Areas for development

- Create a detailed plan for collective worship in order to make stronger links between collective worship and the curriculum to ensure that worship is a reflection of the school's vision and values.
- Review the curriculum in the light of the vision so there are planned progressive experiences to deepen pupils' understanding of injustice and equality.
- Raise staff confidence in spirituality so they move beyond planned experiences and respond to pupils' questions which arise spontaneously across the curriculum.

**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**

The distinctive Christian vision is well-embedded in daily life enabling all to flourish. The vision is related to the local context where some pupils have limited cultural experiences. Leaders address this by providing a rich range of opportunities enabling pupils to overcome these cultural barriers, helping them to have life in all its fullness. Leaders articulate a secure understanding of biblical principles underpinning the vision. They take the view that pupils are a gift from God and their mission is to enable them to have life in its fullness. Leaders talk about everyone as precious, made in the image of God. Pupils make strong links to the vision through the biblical story of the healing of the paralysed man. They confidently explain how this gives them resilience to overcome barriers, just like the paralysed man. Pupils' understanding of the vision is deepened by exploring what it looks like in everyday life. For example, they link having 'a joy for learning' and having life in its fullness. The vision informs the school's strategic direction and everyday life. It stands out in the impressive support for vulnerable pupils.

The partnership with the MAT strengthens the work of the school. This leads to sharing of good practice which has resulted in pupils' progress rising. Experienced leaders from the MAT enhance evaluations. The MAT's church schools' working group initiate new projects, where the school has shared its good practice in spirituality. The school is recognised for the quality of its RE provision which it shares with others. The headteacher supports leaders particularly with self-evaluation. The vision informs rich links with a church school in Zambia. This helps others overcome barriers and being mutually beneficial in that it helps to extend pupils' understanding of global communities. The local church is extremely supportive with the vicar acting as chair of governors. The headteacher contributes to the work of the diocesan education department. Monitoring and evaluation is a strength. The whole staff team rigorously evaluate their work as a church school. Leaders write specific questions for conferences with pupils which lead to ongoing improvements. For example, when pupils led worship their questions lacked focus. Sentence starters were developed which enabled pupils to deepen their peers' understanding through challenging questions. All targets from the previous inspection have been achieved to a very high standard.

Pupils and staff use the language of being the best you can be and having life in its fullness. This is embedded in teaching and learning. Staff have high expectations for pupils. They effectively share their expectations through clear success criteria. A rich range of opportunities encourage pupils to flourish. A significant number learn to play musical instruments, enjoy sports, horse riding and sailing which raises their self-belief. This is driven by the vision and staff wanting pupils to overcome barriers and flourish. Staff use approaches which enable pupils to think and reason at a deeper level. Opportunities for spirituality are creatively woven across the curriculum. Pupils agreed that the definition of spirituality should be 'special connections'. They use an approach called Windows, Mirrors, Doors and Candles which helps them to organise and deepen their thinking. Staff plan progressive experiences which extends their understanding. However, opportunities that arise spontaneously in the curriculum are not always taken. Pupils record their responses in different ways and value these times. This approach to spirituality is now supporting development in mathematics. As a result pupils' progress in mathematics is rising positively. Standards at the end of Key Stage 2 are generally in-line with national averages. At the end of Key Stage 1 standards are at least good. Vulnerable pupils are effectively supported and overall make similar progress to their peers.

Pupils talk about being part of a caring school family which reflects the vision. Staff model and develop rich relationships with pupils. Pupils talk of everyone being special and treat one another with dignity and respect. Older pupils take the view that they are special to God. They link the high standard of behaviour to the vision and give numerous examples where Christian values influence their thinking. Pupils have a sound understanding of the importance of forgiveness and how to make amends. Spiritual areas allow pupils to be calm which contributes to their wellbeing. These were designed by pupils and are valued. Staff are trained to recognise early signs of mental health issues with counselling support provided.

Pupils' understanding of disadvantage and deprivation are deepened by corresponding with children in their link school. Visitors from the Zambian school inspire pupils to take action. The MAT's link with a community in Gambia has led to stationery resources being purchased as pupils realise how rich they are in comparison. At present there are insufficient opportunities to develop pupils' understanding of injustice and inequality. Curriculum opportunities enable pupils to understand diversity, notably in RE. Residential visits to Bristol and Wolverhampton allow pupils

to visit a Sikh gurdwara and see how faith is important to others. This raises their understanding of tolerance and respect. There are impressive examples of the vision inspiring pupils to become independent advocates for change. Some raised awareness of children's cancer through supporting the Princess Trust, and the importance of the Royal National Lifeboat Institution.

The pupils' worship warriors play an increasing role in raising the importance of worship. Independently, they plan, lead and evaluate worship and prepare displays celebrating work in RE. They write dramas for the main Christian festivals. Pupils explain these festivals in detail and their importance for Christians. Other improvements include establishing a clear structure for worship. A range of leaders bring a variety of approaches to worship which are valued by pupils. Pupils have a well-developed understanding of prayer through creative planned experiences and theme weeks. A significant number of pupils feel prayer has helped them when they have been sad. Planning for worship enables Christian values to be explored. However, there is insufficient detail in planning and staff are not enabled to make curriculum links. Biblical stories are used in worship and pupils talk about these in some detail. Pupils have an age-appropriate understanding of the trinitarian nature of God. The majority of pupils feel worship has a value for them and influences their thinking. Pupils are supported to evaluate worship by using phrases such as, 'worship made me feel ...'. This has led to pupils becoming more involved.

The subject leader's enthusiasm and expertise ensures RE has a high profile. New initiatives such as the introduction of the Understanding Christianity resources has led to Christianity being studied in greater depth. The subject leader has extended the staff subject knowledge of other faiths. Assessment is securely in place and identifies which pupils need further support. Discussions with pupils led to reflection areas being re-designed. Specific lessons have been added in response to questions pupils raised, such as, where does God live. Monitoring by leaders led to more interactive RE displays which require deeper thinking.



**The effectiveness of RE is Good**

The quality of teaching and learning is good and there are examples of excellent practice. Staff use a variety of approaches such as art and drama which effectively engage pupils. At the start of each module staff identify what pupils understand. This leads to more-able pupils being challenged with more demanding work. Discussions linked to questions of philosophy and theology show pupils have a good understanding of specific religious language and Bible stories which inform their responses. Pupils verbalise their ideas well, listen to others and shape their opinions. They know how to disagree well and value other's responses. Pupils feel this is a safe space to share ideas. Standards in RE are generally in-line with local expectations. Vulnerable pupils make appropriate progress supported by staff who promote their deeper thinking. The subject leader supports other schools in the RE hub in developing best practice using the Understanding Christianity resources.

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