

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

<b>Wootton St Andrew's Church of England Primary School</b>	
Address	High Street, Wootton, Ulceby, DN39 6SG
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Excellent
The impact of collective worship	Excellent
The effectiveness of religious education (RE)	Good

School's vision
<p>Love, Joy, Trust (the 'Wootton Way')</p> <p>to build foundations, inspired by Christian values, that nurture and empower confident, resilient and unique citizens of the future, to lead and to serve.</p> <p>'Let your light shine before others, that they may see your good deeds and glorify your father in heaven.' Matthew 5:16</p>
Key findings
<ul style="list-style-type: none"> <li>• The fully embedded Christian vision reflects a deeply rooted culture of unconditional love and acceptance. As a result, all pupils and adults flourish and the wider community is served by goodness.</li> <li>• Inspired by the Christian vision, the enquiry-based curriculum is carefully designed to engage, challenge and meet the needs of all learners.</li> <li>• Pupils grow as confident and resilient members of their community, celebrating their uniqueness with bold aspiration for the future. This enables them to care deeply for others. Pupils actively seek and initiate opportunities to challenge injustice. There are fewer opportunities for social action at a global scale.</li> <li>• Through an impressively wide range of worship experiences, pupils and adults are provided with regular opportunities for spiritual growth. This permeates the life of the school, including the curriculum, creating a culture of deep reflection and profound purpose.</li> <li>• The well-constructed religious education (RE) curriculum engages pupils' interests and contributes to the acquisition of knowledge. However, there is no structure for the development of skills, which prevents the accurate monitoring of progress.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Expand the range of opportunities for social action to include more issues on a global scale.</li> <li>• Establish a clear rationale and process for the assessment of progress in both knowledge acquisition and skills development in RE.</li> </ul>

## Inspection findings

Love, joy, trust, the 'Wootton Way', is a highly effective Christian vision deeply embedded in the culture of the school. Leaders are driven by a strong Christian imperative that embraces the community in love. All involved in the school are able to explain the ways in which the vision has profound impact. As a result, pupils and adults develop confidence and naturally extend their generosity of spirit to the wider community. Leaders at all levels know the pupils and their families very well, offering time, help and acceptance. The hard-working, deeply committed governing body provides an exceptional level of care and support. This ensures that leaders and staff know they are valued. They are encouraged to develop personally and in their professional lives. The Christian vision informs the governing body's work and guides policy and decision making. Governors know the school intimately and have an understanding of current thinking in Church school education.

Strong relationships with both the local Anglican and Methodist churches enhance the work of the school. Leaders and church members contribute regularly, bringing variety to worship. The local Anglican church building is used in highly creative ways to host celebrations and support learning in RE and other subjects.

Leaders have taken the wording of the Christian vision to inspire a very effective creative curriculum. By separating planning for development of knowledge and skills, it is possible to personalise learning for individual pupils. Such a nurturing approach, with careful sequencing, enables pupils to grow in confidence and develop resilience. This leads to a high level of effective support for the more vulnerable. Focused intervention programmes, for individuals and groups, ensure that the needs of all pupils are met. The understanding and language of spirituality is consistent across the school. This leads to regular opportunities for spiritual growth, whether planned or spontaneous, being identified and enjoyed. There is an expectation of spiritual development within the design of the curriculum. As a result, both adults and pupils engage in deep reflection as a natural activity.

Built firmly on biblical teaching, the vision prioritises the uniqueness of every individual. This enables each pupil to develop character and aspiration. Pupils across the school display a calm assurance of their own worth and abilities. From an early age they are encouraged to learn from mistakes and persevere to overcome challenges. This humble self-belief provides a strong foundation from which to look outward to the needs of other communities. Opportunities in the curriculum allow pupils to consider and respond to injustice, both human and environmental. Many pupils initiate successful social action projects prompted by situations they encounter in their lives outside school. However there are fewer opportunities to engage in social action on a global scale.

The school is a very close, caring community with a long-established culture of unconditional love and acceptance. Building and maintaining positive, healthy relationships is a high priority. Pupils thrive in this environment, learning how to disagree well, with forgiveness and reconciliation as the expected norm. As a result, behaviour is exceptional across the school. Knowing they are valued and able to trust those around them, ensures good mental health for adults and pupils. Difference and diversity are celebrated and alternative ways of seeing the world are explored effectively.

Pupils and adults value collective worship, in all its many forms, and grow spiritually as a result. Regular gathering of the whole school community reinforces each element of the Christian vision. Teacher-led class worship provides opportunities for more age-appropriate discussion and deeper reflection. Pupils are confident in preparing and leading weekly acts of worship and provide fresh perspectives on biblical teaching. Leaders and members of the

local Anglican and Methodist churches are regularly involved in leading worship. This ensures that pupils develop an appreciation of worship from different Christian traditions. The Anglican church building is used creatively to support learning across the curriculum and to inspire spiritual nurture. Pupils feel safe, comfortable and 'as if God is right there' when they worship in the church. Elements of Anglican tradition form part of each gathering, with the Church calendar giving structure to the planning for each year. All those leading worship contribute to a balance of activities, while always ensuring opportunity for stillness and reflection. Leaders are open to fresh approaches, seek pupils' feedback and work to constantly develop the worship life of the school. The impressive range of worship experiences helps pupils develop understanding of biblical teaching, including Christian belief in God as 'three in one'.

The RE curriculum is well-structured and highly effective in engaging pupils. Key elements of Christianity, world faiths and significant non-religious worldviews are explored. Pupils enjoy RE and talk about their learning enthusiastically, demonstrating a good level of knowledge. Leaders ensure that priority is given to learning vocabulary related to units of study. This leads to pupils developing a broad religious literacy. The core focus on pupil's uniqueness in the school's vision impacts positively on the approach to teaching and learning in RE. Rigorous debate and discussion, with opportunity for deep reflection, provide space for critical thinking which leads to personal growth. Teachers manage RE lessons with sensitivity, creating a safe space for pupils to share thoughts and opinions freely. Pupils are able to respond to learning in RE in creative ways, allowing for spiritual development by going 'beyond words'. RE is given high priority by leaders and the governing body.

Through its strong Christian vision, pupils and adults at Wootton St Andrew's develop strong foundations for a unique life. The constant encouragement and opportunity to 'shine as stars' empowers all to grow with bright hope for the future.

	The effectiveness of RE is		Good
	<p>The rich RE curriculum is taught effectively. The open, enquiry-based approach helps to make learning accessible for all and ensures that RE contributes to pupils' flourishing. Early experiences exploring key aspects of belief and practice in the foundation stage prepare children well. Pupils make good progress in the acquisition of knowledge through the school years. However, there is no structure for the development of skills in RE. This makes it difficult for teachers and leaders to monitor progress across the school.</p>		
<b>Information</b>			
School	Wootton St Andrew's Church of England Primary School	Inspection date	3 July 2023
URN	118038	VC/VA/Academy	Voluntary aided
Diocese/District	Lincoln	Pupils on roll	62
Headteacher	Ruth Zaitschenko		
Chair of Governors	Alan Wright		
Inspector	Peter Barfoot	No.	2216