

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

<b>Winford Church of England Primary School</b>	
Address	Winford, Bristol, BS40 8AD
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	Good
The impact of collective worship	Good

School's vision
<p>Winford School – where children flourish and are valued, nurtured and encouraged as individuals to fulfil their potential within a Christian environment.</p> <p>“I have come that they may have life and have it to the full.” John 10: 10</p>
Key findings
<ul style="list-style-type: none"> <li>• Focused vision-driven leadership is enabling positive progress across the school, although monitoring of the school as a church school is not robust.</li> <li>• Pupils are well supported to flourish through the school's range of pastoral and personalised provision.</li> <li>• The school's commitment to partnership working is key to implementing the vision.</li> <li>• Pupils are encouraged to become independent and questioning thinkers through the school's approach to religious education (RE) but are not secure in their knowledge of the Bible or the teachings of Jesus.</li> <li>• Pupil voice is insufficiently heard across the school or involved in the leading of collective worship.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Enhance formal systems so that all leaders are able to support continued improvement as a church school.</li> <li>• Develop opportunities for pupils to learn about Jesus and his teachings, in order that they understand the place and relevance of Christianity in the modern world.</li> <li>• Increase the contribution of pupil voice in all areas of school life in order to develop children's character development.</li> </ul>

## Inspection findings

This is a welcoming school with a Christian ethos based on care and kindness. The flourishing of pupils and adults is at its heart. The shared and aspirational Christian vision and associated values, drives daily life at the school. Leadership at all levels is vision driven and this commitment to academic and pastoral achievement enables pupils to progress. Pupils are aware of the Christian values underpinning the school's vision but are not able to relate them to their daily lives and behaviour. Governors care passionately about their school and work tirelessly to support it. However, monitoring of the school as a church school lacks rigour.

A particular strength of the school is its commitment to partnership working with its local church and community, the Lighthouse Schools Partnership, and the diocese. For example, collaborative work between Trust schools on curriculum and assessment supports pupils to progress their learning. Relationships with the local church and community actively support children to flourish. The regular presence in school of the chair of governors, who is a Baptist minister, and his contribution to the school's Christian life supports the pastoral care of pupils and adults. To encourage pupils to flourish, the local church and community work closely with the school. The rector delivers collective worship in school and pupils visit the local church to celebrate Christian festivals and to learn about the church building. An 'Open the Book' team delivers Bible stories in collective worship every fortnight and the children say that they enjoy this as they are invited to participate. The school also joins in village activities such as the Platinum Jubilee party earlier this year bringing the local community and school together. Through this increased awareness, pupils are beginning to identify for themselves, ways in which they can support their village with litter picking and gardening.

In line with its Christian vision, this is a highly inclusive school. Pupils are respectful of each other and their differences. They are given the opportunity to be reconciled when differences occur between them, and to forgive each other in line with the school's Christian values. Pupils look after each other and are kind, for example when a child falls in the playground they are immediately 'picked up' by their peers and help sought. Vulnerable children and those with special educational needs and disabilities (SEND) are identified and all their needs are met, whether academic or pastoral. In order to value all God's children, a highly effective, dedicated pastoral support professional coordinates a range of learning interventions and strategies. These are appropriately employed and tailored to meet the needs of individual children, enabling them to make progress and flourish in their learning and in life. Alternative support for learners comes from the school animals. The presence of chickens and three dogs (in school in rotation) supports the calm school atmosphere and promote wellbeing. The dogs work pastorally with pupils and are evident in all areas of school life. Their daily walk with the headteacher and a small group of children, sparks conversation with members of the local village community supporting Christian outreach.

The curriculum is rich and the extensive school grounds provide access to learning about God's world. The pond, forest and garden enable the inclusion of learning such as Forest School and Year 6 pupils growing and cooking their own vegetables. The Christian values are reinforced in activities such as football where pupils are encouraged to persevere and be good winners and losers.

Daily collective worship is important to the school, reinforcing the school's Christian vision and values. It continued throughout the pandemic with the production of YouTube broadcasts. The plan for collective worship is based on the school's Christian values and incorporates the school's vision. It includes Anglican traditions with seasonal cloth on the table and three candles, as reminders of the Holy Trinity. It is regularly led by staff, and a

rota of visitors. Collective worship is inclusive and invitational. Pupils say that they enjoy worship and learn about Jesus and stories from the Bible. They are unable to articulate how what they find out affects them as individuals but still attempt to behave in line with the school's Christian values. Year 6 pupils become 'mates' to Reception children demonstrating care and responsibility for them. However, pupils would be keen to participate more in leading the direction of some aspects of school life through opportunities to instigate their own social action and contribute to the leadership of collective worship.

Prayer and reflection are important to the school, though have yet to become central to its life and the lives of pupils. Pupils know the Lord's Prayer and there is a school prayer. Opportunities for pupils to pray and reflect in their unstructured school time, are limited. There are reflection areas in each class and a Pod in the playground, but these are not all well used. The use of formal prayer is restricted to collective worship and this limits the development of pupils' spirituality. However, opportunities to experience awe and wonder are ever-present in the beautiful school grounds and visits to Wells cathedral.

RE is presented mainly through discussion and philosophy in a safe environment where all pupils feel included and able to participate. RE supports the Christian vision in enabling pupils to flourish. They learn about Christianity as a multicultural world faith and pupils say that they enjoy RE. Big questions are posed by staff and also by pupils. A Year 4 pupil asked, 'Why did God make heaven?' Parents applaud this and say that following these lessons, children ask them the same questions at home along with their opinions on national issues such as black rights. RE meets all the requirements and expectations of a church school.

Parents believe that the school, led by its dedicated headteacher, puts its Christian vision into action as demonstrated during the pandemic in its efforts to support them all. Staff, pupils and families feel cared about and included in the school family. Adults witness how they have been supported in times of need and say this is a happy school. The school provides breakfast and after school clubs. It being a church school is important to families because of the positive impact it has on their children.

Information			
School	Winford Church of England Primary School	Inspection date	15 November 2022
URN	146596	VC/VA/Academy	Academy
Diocese/District	Bath & Wells	Pupils on roll	197
MAT/Federation	Lighthouse Schools Partnership		
Headteache	Nik Gardner		
Chair of Governors	John Miles		
Inspector	Alison Appleyard	No.	877