



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Weston All Saints Church of England Primary School

Address Broadmoor Lane, Bath, BA1 4JR

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

'I can do all these things through Christ who strengthens me.' Philippians 4: 13
Nurturing spirituality, creativity and excellence. At 'WASPS' our vision is rooted in a God who gives us strength to flourish. We believe that, in all we do, whether working, supporting, creating or playing, we can always achieve excellence when we are strengthened by a sense of spiritual faith and belief.

Key findings

- A distinctive Christian vision is clearly lived in the school community through well understood Christian values. However, the relevance of the vision to the overall values is not always understood.
- Religious education (RE) is very effective and has clear impact on the lives of the pupils. However, there is limited understanding of the global variety of Christian practice.
- There is a strong sense of Christian community which ensures the flourishing of pupils and adults in line with the vision. This continues to support and sustain everyone following recent difficult times.
- The school has an inspiring approach to creativity as mentioned in the vision which contributes significantly to the spiritual growth of pupils and adults. However other curriculum opportunities for spiritual development are not clearly identified.
- Collective worship has significant impact on the whole school community and strongly supports the understanding of Christian values.

Areas for development

- Develop greater understanding of the vision as the source of Christian distinctiveness. Improve monitoring and evaluation of the vision to strengthen the shared sense of Christian purpose.
- Map opportunities for spiritual development in all subject areas to ensure that every opportunity is given to support the spiritual flourishing of pupils through teaching and learning.
- Improve knowledge and experience of the diversity of Christian worship around the world so pupils appreciate that God may be approached in different ways.

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

A highly committed headteacher and staff promote an effective Christian vision. They are supported and challenged by an enthusiastic and knowledgeable chair of governors and team. Opportunities to evaluate the impact of the vision are limited by the effects of the pandemic. Leadership enables staff to flourish and feel valued. The vision is truly lived by pupils through a very clear set of Christian values. It is apparent in positive relationships and good behaviour. Not all pupils recognise the vision as the source of those values, but they readily link them with Bible stories. The school has a very strong sense of community driven by values derived from the vision. This is seen in supportive partnerships between the school, parents, the church, and the wider community. Strong support comes from the leadership of The Partnership Trust assisting the school to flourish. Every classroom has an allocated Christian value, and pupils keep a book in which they reflect on the impact of the Christian message. The book travels with the class throughout their time in the school. As a result, they see the growing relevance of the Christian message to their lives. Leadership ensures the vision has high priority, and governance is very effective. The diocese also provides strong support to the school. All leaders have a clear impact on strategic thinking, evident in the school development plan.

The Christian vision is lived through comprehensive care in educating and supporting all pupils. A specialist hearing impaired unit on site also reflects this. The vision encourages spirituality, creativity, and achievement. Pupils are encouraged to believe that they can do anything in God's strength. (Philippians 4:13). A range of strategies assist those whose education is affected by the pandemic, and this is seen in their learning. Parents appreciate communications from school, and the approachability of staff. This is reflected in a considerable number of testimonials and personal anecdotes. There is a sense that everyone is valued, with needs appropriately met. Disadvantaged pupils and those with special needs and disabilities (SEND) are well supported. There is a broad curriculum and particular opportunities to encourage spiritual development through creativity. A special example of this is a memorable dance to understand the meaning of the Trinity. Opportunities for further spiritual development in all subject areas are not formally identified. Pupils reflect well on their learning, and readily make connections with biblical material. The vision ensures the mental health and wellbeing of the school community. As a result, adults and pupils indicate they feel cared for and supported.

Pupils realise their potential in various ways. They react positively to reflective moments in lessons, and informally in personal interaction. Pupils understand that Bible teaching promotes human flourishing. They realise Jesus' example may help them achieve the same. Pupils know the importance of social action, and are actively involved in a school council, an eco-group, and an equalities group. These groups have some understanding of themselves as agents of change. They are able to link this with their values and occasionally with the vision. Pupils know that Jesus' concern for justice motivates all this.

Pupils are enthusiastic in working together, and some are very articulate. The effect of the pandemic limits some activities, and these are gradually being renewed. There is an understanding that biblical stories may help to resolve differences of opinion and show dignity and respect. The school's Christian approach emphasises the value of everyone before God. There is a clear understanding of the importance of Christian forgiveness. The impact of this is a sense of 'restorative justice' in line with Christian teaching. The 'Garden of Dreams' is a wonderful outdoor reflective space created and used by pupils to reflect on spiritual matters and the impact on their lives. There is limited understanding of global diversity in Christian practice. However, the distinctive Christian ideal of love and forgiveness is modelled by the whole school community.

Collective worship occurs daily, although it is not always possible to bring everyone together. The effects of the pandemic continue and keeping safe often means class worship is required. It is clearly invitational and inclusive, and pupils respond well with enthusiastic singing and participation in drama. Opening greetings are signed as well as spoken, including the pupils from the specialist hearing impaired unit. The place of prayer in the lives of the pupils is

evident. This is seen in well used books of prayers written by pupils in each classroom reflection area. These together with reflection books on class values show clear impact of collective worship on the lives of the pupils. Pupils identify moments which inspire action, particularly around current concerns for Ukraine. Through various connections pupils are aware of a variety of Christian approaches to worship. Visits to church take place on the special occasions of the church year but are limited by the ongoing effects of the pandemic. Pupils understand the significance of Christian festivals and their impact. They speak enthusiastically of the recent Easter service in church. A strong understanding of the Christian idea of the Trinity is evident. Pupils explain this confidently and the impact it might have on their lives. Values derived from the vision are strongly linked to every act of collective worship. Pupils participate in worship, and there are some opportunities for planning and leadership. Two 'Open the Book' teams frequently assist worship. These have a strong impact and pupils readily speak about how helpful they are in promoting understanding of the Bible.

The impressive RE subject lead has the subject well organised throughout the school. She has strong theological expertise and specialist knowledge used to resource other staff. Involvement in diocesan training and local RE support groups further strengthens this. RE is very well planned and delivered with clear impact on the lives of the pupils and their personal spirituality. Pupils readily speak about their enjoyment of RE and display clear and confident knowledge of Christianity and world faiths. Pupils share a variety of personal faiths and know it is important to understand each other. Clear inclusivity is shown in RE so that pupils of all faiths feel comfortable with their personal beliefs. Pupils show an imaginative understanding of the Christian belief in the trinitarian nature of God. Feedback on work is both written and verbal. Comments in books help pupils develop skills and there is good evidence of thorough learning. Older pupils understand Christianity as a living faith and speak about its effect. However, understanding of Christianity as a multicultural world faith is limited. Good classroom displays provide a highly stimulating environment, promoting learning.

Contextual information about the school

Date of inspection	4 May 2022	URN	142754
Date of previous inspection	3 June 2015		
School status	Voluntary Controlled primary school	NOR	548
Name of MAT/Federation	The Partnership Trust		
Diocese / Methodist District	Bath & Wells		
Headteacher	Sarah Halls		
Pupil profile	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 just below national averages.		
Additional significant information	Specialist places for the hearing impaired at this school. The school is part of The Partnership Trust.		
Inspector's name	Jeremy Hellier	No.	899