

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wiggonby Church of England Primary School			
Address	Wiggonby, Wigton, Cumbria. CA7 0JR		
Date of inspection	21 March 2019	Status of school	Voluntary Aided Primary
Diocese	Carlisle	URN	112309

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

School context

Wiggonby is a primary school with 51 pupils on roll and an additional 5 nursery children. The school has a very low level of religious and cultural diversity and very few pupils 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 disabilities (SEND) is slightly above national averages. A new headteacher has recently taken up post and there have been several changes to teaching staff since the last inspection. A new classroom has been added due to a rising number on roll.

The school's Christian vision

'with grace and love we dream and achieve'

Key findings

- The Christian vision is thoroughly embedded by dedicated staff and committed governors who are effective role models, living the vision on a daily basis. Consequently, pupils are motivated to be aspirational in all aspects of their development.
- Exceptionally inclusive relationships, based on Christian love, have a significant impact on all members of the school community. This has ensured a particularly safe and nurturing environment where every child is individually cherished.
- Collective worship is highly inclusive, greatly valued and enjoyed by all members of the school community. As a result, all pupils gain a deeper understanding of the Christian faith.
- There is a bold approach to key concepts and big questions through particularly engaging religious education (RE). This has a considerable impact on pupils' spiritual development.

Areas for development

- Deepen pupils' spiritual development by routinely involving a greater number of pupils in planning, leading and evaluating collective worship.
- Enable pupils to explore examples of injustice in order that they may become courageous advocates of change.
- Support pupils' spiritual development through increased access to private prayer and reflection time beyond collective worship.

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

Wiggonby Church of England School lives the Christian vision by nurturing its community through God's love. The vicar explained that the school 'sees life through a Christian lens'. A member of staff described how the school's Christian ethos enabled its pupils to flourish as it gives them the 'freedom to excel and be'. The school has a long established Christian vision statement. There has been strong leadership from the new headteacher in developing the vision further. The theological background to key concepts, such as grace, is explored in a biblical context. The school vision also links to the Church of England vision in aspiring for life in all its fullness. (John 10:10). Staff particularly valued working with clergy to deepen their understanding of the theology behind the vision. This has ensured that every person's unique identity as a child of God is recognised fully. The vision is highly inclusive and it is lived out on a daily basis. This creates a strong culture of respect and reconciliation. Shared Christian love permeates school life. As a result, pupils and staff flourish as cherished members of the school community. A parent described the vision as something 'that's real, not just written on the wall'. The school enjoys an effective partnership with the local church and the vicar provides valuable support. He described the school as being 'connected to the local community over generations'. Likewise, the vision to dream and achieve drives positive school to school partnerships and worthwhile work with the local diocese. Staff skills and knowledge have grown through professional development. The impact is clearly visible in the development of religious education (RE). Preparation for inspection has also deepened the staff's understanding of the school as a church school. Leaders and governors take an active role in self-evaluation. As a result, they know the school well, ensuring continued school improvement. Since the last inspection the school has addressed the recommendations made. This includes embedding 'what if' questions and developments in worship.

The school's vision and values are at the centre of planning for learning. Therefore, key decisions have a positive impact on outcomes for pupils. This includes focused intervention in raising standards from pupils' individual starting points. The staff respond well to pupils' specific needs, celebrating strengths whilst also providing targeted support. The outward-looking, broad curriculum is underpinned by a vision which seeks for all pupils to 'dream and achieve'. A staff member described the curriculum as 'wide and wonderful - developing skills that are unique to the pupils, ensuring that everyone enjoys success'. Therefore, the school is committed to pupils enjoying a variety of experiences that enrich their learning. This has included inspirational visitors to school, theatre trips and engaging in the forest schools' programme.

The school's vision is successful in developing pupil resilience. The headteacher also commented that 'the vision supports the children in making right decisions, being a good neighbour'. A pupil described the vision as inspiring, stating 'it makes you want to do the right thing'. A 'big questions' approach is embedded across the school and pupils continue to ask questions at home. Parents shared examples such as, 'Why did God make crocodiles?' and 'Why are some people rich and some poor?' The school undertakes a considerable amount of charitable activity. Pupils readily respond to the needs of others and this can be seen in the support of a local foodbank.

The vision and Christian values are reflected in positive relationships across the school. For example, governors describe staff as effective role models. This directly impacts on pupils' lives. After learning the 'ch' sound and the word 'rich' in phonics one child told their mum, 'I am rich because I have lots of friends'. Likewise, pupils have learned to 'disagree with respect' during class discussions. The focus on forgiveness and reconciliation results in an exceptionally loving environment that produces exemplary levels of behaviour. Parents, staff and pupils are all in agreement that incidents of bullying are rare. Parents feel confident that they are leaving their children in safe hands. A pupil commented, 'I know the teachers are going to look after me and they'll always be there.'

The school is effective in supporting pupils' understanding of diversity and in celebrating cultural difference. The headteacher described pupils' incredulity when learning about slavery and racism, wondering how that could have possibly happened. Understanding of global issues is enhanced by links with a school in Kenya. Pupils speak compassionately about the injustices endured by others and have begun to consider how they could themselves affect change.

Collective worship is a meaningful experience for the pupils. Effective planning, based on the church year, is underpinned by the life and teaching of Jesus. A new yearly plan, based on biblical references, is an effective framework in which pupils access a breadth of worship experiences and topics. Worship is also a vehicle to explore different values, ensuring pupils gain a deeper understanding of their roots within the Christian faith. Pupils enjoy participating in the delivery of worship and in choosing some of the content. The school council has also provided some feedback on worship. As yet, pupils planning, leading and evaluating worship is not embedded across the school. Pupils are beginning to acquire an awareness of the Holy Trinity. Prayer is an important part of the daily act of worship although opportunities for prayer and reflection across the school day are limited. Pupils are familiar with the Lord's Prayer and they have also written their own prayers. They were particularly inspired to write prayers to a well-known tune of their choice. A pupil was very pleased to share his 'Baby Shark' prayer. The breadth of pupils' experience in worship is enhanced by the leadership of a range of visitors. Post-it notes placed on a wall are used in the 'ask the vicar' slot during worship. This enriches pupils' theological understanding of different Christian concepts.

RE has a high profile in the school curriculum. Multicultural themes taught in the subject are effective in enabling pupils to acquire a respectful understanding of world faiths. Other topics covered in RE are firmly rooted in biblical texts, enabling pupils to gain a good understanding of Christianity as a living world faith. Pupils explore theological concepts through Understanding Christianity and, as a result, can articulate key ideas such as salvation. A supportive environment enables pupils to develop their own thinking in considerable depth. Consequently, pupils are confident, eager learners. One pupil enthused that in RE, 'you get to do fun stuff'. The school's commitment to working with local partnerships ensures that RE is dynamic and reflects new developments. Strong leadership of the subject is extremely supportive of staff and results in the effective delivery of RE. The school meets its statutory requirements for both RE and collective worship.



The effectiveness of RE is Good

RE is taught well and ensures good attainment in the subject. Teaching takes account of the needs of all pupils. This is particularly evident in how lessons are planned. As a result, every pupil can access the content and make progress from their individual starting points. School monitoring, verified during the inspection, shows that pupil progress is in line with the expectations of the diocesan syllabus. Feedback on pupils' work challenges them to think even more deeply about key concepts in the subject. Regular monitoring and focused support have secured effective developments in the RE curriculum.

Headteacher	Andrew Brooks
Inspector's name and number	Jo Williams 863