

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Weeting Church of England VC Primary School	
Address	Main Road, IP27 0QQ
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
'A cord of three strands is not easily broken.' Ecclesiastes 4:12
Key findings
- The school's distinctive Christian vision is well embedded driving action and policy. Working together with the partnership schools, parents and the community has brought resilience and strength in difficult times. - Pupils flourish personally and socially. The curriculum inspires curiosity and enjoyment. Spiritual flourishing and the confidence to consider and articulate religious experience or belief is less evident. - The school's curriculum and ethos of inclusion enable pupils to look beyond their social and cultural heritage, and appreciate difference. Each individual is seen as unique and valued. - Collective worship is invitational, inspirational and inclusive. Leaders plan so that all can worship in a variety of ways. Pupils deliver, contribute and monitor times of worship, however, they are not involved in the planning. - Leaders have developed a curriculum for religious education (RE) which ensures that Christianity, major world faiths and world views are taught. There is less evidence of pupils' ability to use philosophical thinking, reasoning and making judgements.
Areas for development
- Secure the school's understanding of spirituality and spiritual development. This is to allow all in the school community to reflect on the mystery and meaning of life. - Involve pupils in the planning of collective worship. This is so that pupils' evident sense of responsibility and service is extended into this area of community life. - Further develop the curriculum for RE to incorporate a philosophical element. This will enable pupils to consider, evaluate and articulate their religious and philosophical convictions with confidence.

Inspection findings

The school's distinctive Christian vision is well established and embedded, it is seen as a defining driving force for action. The resilience and palpable strength of the staff team in changing, and sometimes difficult, circumstances is evident. This strength is explained as an example of the practical outworking of the vision. Working in a close partnership with schools in the Trinity Partnership has enabled mutual support, mentorship and a sharing of expertise. Parents praise the school's support of pupils with learning, physical and emotional needs and the tangible help for their families. This active support leads to transformation and positive change for many pupils. Community links with the church and diocese have further strengthened provision. The RE subject leader has expertise which has benefited local schools and the diocese. Subject leaders share their expertise across the Trinity Partnership. Staff are pleased with the professional development and training offered in the partnership, Diocese of Ely Multi-Academy Trust and diocese. They appreciate the opportunities for career progression. The Trust board's actions ensures that parent and community opinions are heard and addressed during the current temporary governance arrangement. Additionally, church school effectiveness is monitored through a variety of self-evaluation processes including pupil monitoring of collective worship. There is a highly effective and empowered school council which reflects pupils' interests, ideas and concerns.

Leaders at every level work hard to ensure that the curriculum and wider curriculum is relevant to all. This enables pupils to understand their place in the local, national and global society and to understand themselves as unique and precious. A particular strength of the school is its provision for vulnerable pupils with special educational needs and/or disabilities (SEND). 'The Nest' provides personalised, flexible and responsive learning for children across the three schools who find mainstream classrooms a challenge. This results in effective change, increased confidence, self-regulation and understanding. Pupils attitudes and approaches to school are being transformed. The three schools' agreement to fund the unit is a further example of vision in practice. There is no clearly formulated understanding and approach to spiritual development. Consequently, evidence of pupils and adults describing or engaging with that which is other or beyond themselves is limited. Pupils do value responding creatively and can talk animatedly about some learning experiences.

A distinctive feature of the school's approach to applying the vision is in building the pupils' experience of serving the community. Pupils find it an honour to help others. They are proud and eager to serve on the school council, as lunchtime helpers or as play leaders. This elevates the allocation and outworking of roles and responsibilities to an honour. Pupils engage in social action, such as the weekly litter pick, or sponsored runs in aid of charity, with enthusiasm and pride. In times of great sadness, the school's distinctive vision of mutual support gives all in the community the strength and resilience to continue. There is a communal resolve to support each other, develop and improve. Behaviour is good and those who make mistakes are encouraged to begin again with a fresh start. Leaders promote this policy of forgiveness as a model of Christian values in action. There is a positive regard for wellbeing. The mental health practitioner supports children effectively. Parents positively endorse leaders' regard for their wellbeing and support in times of concern or stress. The staff team are mutually supportive and have access to professional counselling if required. There are now systems in place to enable leaders to feel supported and confident to express their views and concerns. Leaders ensure that difference is respected and that all are unique. There is a tangible atmosphere of welcome. Pupils who may have struggled in different settings are finding that this school is a place of flourishing.

Collective worship is thoughtfully planned by leaders and in consultation with clergy. All are

given the opportunity to worship in different ways. There are times to sing, pray, reflect and listen to biblical stories and real life example. Pupil leaders welcome all as the candle is lit, others are asked for their reflections and are keen to volunteer for roles. As yet, pupils are not consulted as part of the planning process. There is a fruitful relationship with local clergy and they often lead special services, such as the recent Ash Wednesday service. Clergy also advise and inform staff and pupils on RE. Pupils regularly monitor collective worship with a simple but effective evaluation form. Behaviour during worship times is calm and respectful, pupils say how they will live out the message in their behaviour when prompted. However, pupils are not confident to describe the impact of worship on their personal or spiritual development in other contexts. Parents appreciate the way in which the school supports pupils in times of bereavement or stress. They note the positive impact of prayer in reducing anxiety or sorrow for some pupils.

The school leader of RE has put in place a curriculum which enables pupils to learn about Christianity, major world faiths and worldviews. This ensures that teacher subject knowledge and confidence has been built up. The oldest pupils can give a thoughtful account of Christianity. There is an understanding of Christianity as a global world faith. Staff make positive efforts to help pupils celebrate the traditions of other cultures. Pupils speak enthusiastically of times when they are offered 'hands on' experiences such as tasting food served in a gurdwara. Currently, the local church is unable to be visited for building safety reasons. Pupils express a desire to visit churches and places of worship of the major faiths. Pupils listen well in RE lessons and are given opportunities to recap and discuss their learning. They enjoy responding to their learning creatively, especially through drawing and role play. There is little evidence of pupils analysing, interpreting and evaluating their learning or explaining how their thinking has been challenged. Learning is reviewed at the end of each unit of work enabling teachers to know how well pupils learn. However, pupils do not know how they could improve their outcomes. The RE subject leader regularly evaluates pupil learning through pupil perception conversations.

Information			
School	Weeting Church of England VC Primary School	Inspection date	17 May 2023
URN	140681	VC/VA/ Academy	Academy
Diocese/District	Ely	Pupils on roll	96
MAT/Federation	Diocese of Ely Multi-Academy Trust		
Headteacher	Dr Jacqui Hardie		
	Jo Brown- Hub Director		
Inspector	Jane Trampnow	No.	954