

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Webber's Church of England Primary School

Address Holcombe Rogus, Wellington, Somerset, United Kingdom, TA21 0PE

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**

The effectiveness of religious education (RE) **Good**

School's vision

'Climb to your highest for yourself, for others and for God'.

'Love God, and love your neighbour as yourself Matthew 22 v37-9

Core Values: Trust, Truthfulness, Responsibility, Perseverance, Forgiveness, Courage, Compassion, Creativity.

Key findings

- A clear, Christian vision is at the centre of this school which is acted on daily by staff and pupils. This enables pupils to flourish personally and academically. The new leadership team and the Alumnis Multi-Academy Trust (MAT) are committed to driving this forward.
- Pupils, staff and leaders exemplify the Christian vision and values, meaning that pupils feel safe, are well supported and therefore strive to 'climb to their highest'. Pupils support each other and have resilience in their learning.
- Collective worship is vision-driven, joyful and involves the whole school community. Worship themes encompass the vision and values, contributing to pupils' spiritual flourishing. Opportunities for spiritual growth in the academic curriculum are less well developed.
- Religious Education (RE) is well planned and led, and teaching is good. The curriculum is wide-ranging and engaging, meaning that pupils progress well.
- There is a strong sense of community at Webber's. Despite recent leadership and structural changes, staff and pupils feel secure and committed to their Christian vision. This enables everyone to flourish.

Areas for development

- Ensure that all staff, school and MAT leaders develop a shared understanding of spirituality, so that opportunities for spiritual development can be maximised.
- Working with the MAT, develop summative assessment in RE. This will contribute to teachers' understanding of pupils' progress in RE.
- Plan and develop further opportunities for pupils' awareness of global issues, difference and diversity of lifestyles amongst pupils in this small, rural school.

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

This school has established a strong, Christian vision which is deeply embedded in biblical teaching. This allows all members of the school community to grow and flourish both personally and academically. The vision rests on Jesus' commandments to 'Love God, and love your neighbour as yourself'. The school's leaders link this to pupils and staff having high aspirations for themselves, for others and for God. Staff and pupils understand this vision and consistently apply it to their own lives, behaviour and attitudes to learning. Webber's continues to have a bright future as a Church school. Staff feel safe and are supported in explicitly teaching the Christian vision and values in RE, collective worship and the core curriculum. As a result pupils are flourishing, growing in confidence and striving to 'climb to their highest'. This academic year the school has a completely new leadership team and has also joined the Alumnis MAT. The new leadership, and the MAT, are fully committed to the Christian vision. Strong links within the MAT schools enables Webber's to access expertise, and provides excellent support to the new headteacher and his team. This results in a very confident and settled start to the new school year, despite the many changes.

The existing, effective governing body has been disbanded. A local school committee is being put in place for the Mid Devon local schools committee within the MAT. This operates under the direct management of the MAT's board of directors. At each level of governance, there is a strong Christian emphasis. There is also continuity of membership between the old and new governing bodies. This provides welcome consistency for the school, but also the expertise and robust evaluation of the MAT. Governors visit the school regularly, giving useful feedback about the impact of the Christian vision. This is reported back to all levels of school leadership and added to action plans, contributing to the growth and development of the school as a Church school.

The school's vision strongly impacts on the curriculum and extra-curriculum opportunities offered to pupils, allowing them to flourish. Character education is an integral part of the whole curriculum. Pupils explain that the character habits they learn help them to enact the Christian values of the school in their daily lives. For example, the programme of 'inspiring changemakers' allows all pupils to be rewarded for exhibiting character traits such as service or leadership. This, in turn, enables them to 'climb to their highest' in their academic studies and personal lives, but also to show love, and help others to do the same. An example is the school's sponsorship of a Ugandan child. Pupils have raised money in innovative ways to help the child, chatting to her via video-conferencing to learn about her life. In this way, they have exhibited the love, generosity, compassion and creativity that are the core character and Christian values of the school. Explicit teaching about 'growth mindset' enables pupils to be confident that mistakes are learning experiences, and gives them resilience in their studies. All of this means that pupils develop well spiritually, and their behaviour and attitudes to each other are exemplary in the everyday life of the school. However, staff and leaders at all levels have a less well developed understanding of spirituality and developing this via the core curriculum.

This is an inclusive Church school that welcomes and offers good support to vulnerable pupils and those with special educational needs and disabilities (SEND). Parents value the support that is given to their children and SEND pupils progress and flourish academically. Pupils feel safe at this school. Examples of bullying are rare, and dealt with effectively. In line with the Christian vision, pupils support one another to flourish. Pupils contribute to decision making and school policy via the school council. Pupil and parent voice is used effectively to make changes to policy and practice. However, there are only limited opportunities for pupils to learn about global issues and experience difference and diversity in this small, rural school. Collective worship is vision-led and joyful. Pupils are involved at every level, and they value meeting as a whole school community to celebrate and learn. Teaching is biblical, and strongly linked to the core Christian vision and values. There is an Anglican liturgical tradition, which is led by pupils and gives structure and meaning to their time together. Prayer and reflection are modelled and encouraged. Pupils are inspired to action, and take away a strong message linked to the Christian values into the school day. Relationships with the local church and clergy are strong. Children and staff enjoy the weekly collective worship led by the minister. In this way, worship contributes well to pupils' spiritual development and cements the whole school together in pursuit of their vision. A pupil 'ethos group' works well to evaluate and improve worship by feeding back their ideas to staff and governors.

RE is well planned and led. The RE lead teacher is new in post, but has a good knowledge of the school from existing partnerships. She is building on the strong curriculum and planning already in place. RE meets statutory requirements and is taught by class teachers who have had appropriate training and support. Teachers' marking and assessment of pupils' work in their books helps them to improve, but formal summative assessment is less well developed in RE.



The effectiveness of RE is

Good

Pupils enjoy RE, and their good quality written work reflects this. RE teaching is good. A wide range of activities enables pupils to enjoy exploring a variety of faiths and theological concepts confidently. These include discussion, debate, visits to and visitors from the church, and creative work. In this way, pupils flourish and progress well in RE, as is evidenced in monitoring by the RE lead teacher.

Contextual information about the school

Date of inspection	03 October 2022	URN	113434
Date of previous inspection	16 June 2015		
School status	VA	NOR	84
Name of Multi Academy Trust or Federation	Alumnis Academy Trust		
Diocese or Methodist Circuit	Exeter		
Headteacher	Rob Roffey		
Proportion of pupils deemed to be disadvantaged	Below National Average		
Proportion of pupils with special educational needs and/or disabilities	Below National Average		
Additional significant information (if needed)	The school joined Alumnis Academy Trust on 1 September 2022, and has a newly appointed headteacher and leadership team.		
Inspector's name	Judith Larrington	No.	0948