



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

<b>West Chinnock Church of England VC Primary School</b>	
Address	Scotts Way, West Chinnock, TA18 7PT
<b>School vision</b>	
<p>‘I have come that they may have life in all its fullness’ (John 10: 10) underpins the foundation of school life and our vision to enable every child to flourish. We develop young people with a spirit of curiosity, creativity and respect who are prepared with the knowledge, skills and adaptability to thrive in the ever-changing world; to live life in all its fullness now and in their futures.</p>	
<b>School strengths</b>	
<ul style="list-style-type: none"> <li>• This Church school is making rapid progress enhancing the impact it makes. The vision has a greater prominence, giving clear strategic direction for improvements.</li> <li>• The vision creates a distinct sense of being part of an inclusive family where all are welcomed and valued. Pupils articulate how Christian values shape their actions, so they treat one another with dignity and respect.</li> <li>• Significant improvements in religious education (RE), notably planning, are driven by the enthusiasm of the subject leader. Curriculum planning is secure with new approaches established. Pupils recognise the contribution this makes to their thinking.</li> <li>• The relationship with the church is a particular strength. Church leaders bring an enthusiasm and variety to worship which is valued, whilst their pastoral support offers nurture for all during difficult times.</li> <li>• The vision is driving leaders to make substantial new partnerships which enrich the school’s provision. This is evident in new approaches to meet the needs of vulnerable pupils so they flourish.</li> </ul>	
<b>Areas for development</b>	
<ul style="list-style-type: none"> <li>• Ensure opportunities for spiritual flourishing are an intrinsic part of curriculum planning. Enable pupils to develop a language which helps them express their thinking, so the impact these experiences have is recognised.</li> <li>• Refine planning for collective worship so that these extend an understanding of the vision and Christian values. This is to enable pupils to reflect on their importance.</li> <li>• Deepen pupils’ understanding of injustice and enhance the skills they need to become independent agents for change.</li> </ul>	
<b>Inspection findings</b>	
<p>Leaders and the school family shaped the vision so that it addresses the current needs of this community. All feel that they have greater ownership of the vision, perceiving its significance. Links between the vision, Christian values and learning are pictorially represented, extending its relevance. Pupils explain that they see values showing what the vision looks like in daily life. This gives them a language that is being woven throughout learning. Staff highlight where values make a</p>	



difference, strengthening their importance. The vision now drives improvements. This is evident in enriching the provision to meet pupils' and the community's diverse needs. This focuses on nurturing families as they face challenging times and raises aspirations. The vision is uniting a new staff team who model it, so the difference is evident. Leaders effectively draw on a range of support to put in place systems which raise the impact this Church school makes. Recent governor appointments bring a range of skills enriching monitoring. A more rigorous and planned approach to evaluations identifies areas for development. The vision now has a central role in the life of this school.

The focus upon new initiatives in RE work has raised the impact it makes significantly. This is evident in the quality of work pupils complete and their attitudes to the subject. The curriculum is now well sequenced, so pupils' knowledge is progressively developed. Approaches such as drama and visual resources engage all in learning. Floor books capture discussions, encouraging pupils to verbalise ideas. Introduction pages for each unit identify key vocabulary giving simple definitions. This enables pupils to develop a greater understanding of their importance. Pupils are encouraged to pose and explore questions which interest them, giving them ownership of learning. Their evaluations inform future planning, leading to further resources added. Staff questioning encourages pupils to think at a deeper level. Opportunities allow pupils to reflect on new ideas and what these mean for them. 'Big questions' challenge one another to listen to others' ideas, shaping opinions. Pupils understanding of core religious concepts is growing. They talk in some detail of worldviews, aware of how faith shapes actions. Monitoring involves staff from their linked school evaluating different aspects. These lead to more focused targets, such as enhancing work on Christianity as a living faith.

Leaders take the view that all are part of God's family and special. They therefore deserve the best education so they can fulfil their God-given potential. A major focus is extending pupils' understanding of diversity. Literature texts stimulate discussions on a range of issues, mental health, gender and ethnicity. Reflecting on Black history and interfaith workshops deepen awareness that all are unique and valued. A positive culture of aspiration is emerging, where staff raise pupils' expectations, providing greater challenge. Learning behaviours, linked to Christian values, such as innovative thinkers and effective communicators enhance this. Pupils feel that mistakes can lead to further learning, whilst success is consistently celebrated. This raises self-belief and motivates them to 'aim high'. Pupils talk about people who make a difference for others. Some raise awareness of issues they feel strongly about, however they are not confident to become agents for change. There is greater understanding of spirituality, where Forest School opportunities provide time to pause and question. Pupils are encouraged to reflect on their actions when mistakes are made and how they can use Jesus' ideas to make amends. At present, opportunities for spiritual development are not present in the curriculum. Pupils have limited ways to express their thinking or consider its importance.

Leaders use the image of Jesus the Good Shepherd to shape their work for vulnerable pupils. They see Jesus as reaching out to those in need, removing barriers to learning. Each is brought into this inclusive community to be safely nurtured. The school sees its role in showing God's love. This drives leaders to reach out and identify best practice to meet specific needs. Staff at all levels are developing knowledge and skills enabling a range of effective interventions to be put in place. New approaches are growing pupils' communication skills, enhancing their confidence. A specific focus on nurturing emotions help pupils to recognise feelings. They are supported to agree individualised strategies which help them to be calm. Increasingly, well focused plans are enabling these pupils to make small steps progress. This is changing expectations and attitudes. The impact for positive mental health and wellbeing is rising, where pupils use strategies which are helpful. The vision is clearly seen in these developments.

The vision stands out in the way the school welcomes everyone. This is celebrated by parents, where this sense of being a caring family grows relationships which go beyond the school. This draws upon Jesus' teaching of how all can live well together. Pupils of all faiths articulate where Christian values enable them to flourish, so they treat others with dignity and respect.

The federation with a local school, with whom they share their executive headteacher, enriches provision. Together they share expertise, planning and joint training, feeling part of a wider family. The diocese supports through focused training, notably in introducing 'Understanding Christianity', an RE resource. This deepens staff and pupils' knowledge of Christianity. Leaders are drawing upon expertise from the Bath and Wells Multi-Academy Trust. This offers guidance on curriculum, inclusion, supports initiatives and grows leadership. This is enabling the school to make rapid progress.

Collective worship enables pupils to see what the vision looks like in daily life by exploring Christian values. A pupil summarised this as, 'we can live life in its best way'. Worship is inclusive and enables pupils to contribute with integrity. It is beginning to challenge pupils' thinking, where they consider the relevance of new ideas. Discussing these ideas in class deepens their significance. Planning is in place, but it is not always clear how themes extend understanding of the vision and values. The use of visual resources engages all. Pupils take a lead in some aspects of worship, such as leading on diversity. Prayer is valued as a time to share with God or be calm. Pupils' appreciation of a personal spirituality is not fully developed. The local church makes an invaluable contribution to daily life, with clergy bringing enthusiasm to worship, which is eagerly anticipated. They contribute well to governance and share worship through an 'Open the Book' team.

The inspection findings indicate that West Chinnock Church of England Voluntary Controlled Primary is living up to its foundation as a Church school.

Information			
Inspection date	12 December 2023	URN	123820
VC/VA/Academy	Voluntary controlled	Pupils on roll	50
Diocese	Bath & Wells		
MAT/Federation	Norton Sub Hamdon with West Chinnock Federation		
Executive Headteacher	Jamie Caswell		
Chair	Sophie Staple		
Inspector	David Hatrey	No.	844