

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wreningham Church of England VC Primary			
Address	Ashwellthorpe Road, Wreningham, NR16 1AW		
Date of inspection	28 November 2019	Status of school	Voluntary controlled primary
Diocese	Norwich	URN	121095

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgement	The impact of collective worship	Grade	Excellent

School context

Wreningham is a primary school with 113 pupils on roll. The majority of pupils are of White British heritage. 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/or disabilities is below national averages. A new priest-in-charge has been appointed for Wreningham All Saints Church and the benefice in the last year.

The school's Christian vision

Working together so that everyone in our school feels safe, confident and happy, curious to learn and able to achieve their very best within our Christian community. 1 Corinthians 12:12, "There is one body but it has many parts. But all its many parts make up one body."

Key findings

- The distinctive Christian nature of the school shines through in all that it does; it lives and breathes its core purpose of working together as a team.
- The inclusive environment welcomes everyone. Pupils and adults alike are given the opportunity to express their individuality and experience personal growth through the school's nurturing and supportive Christian ethos.
- Leadership across the school is self-motivated and always looks to develop the school further as a Church school, encouraging its team to mirror this outward-looking aspect.
- The school's broad curriculum is constantly revised to ensure it is engaging and relevant to meeting the needs of its pupils.

Areas for development

- Through curriculum innovation, embed an explicit understanding of pupils' place in the global community to allow them to develop a wider global perspective, and to consider global issues of inequality and injustice.
- Work in partnership with the local Church community to develop the pupils' experience of Anglican liturgy in collective worship in order to provide clearer links to the worship structures in church.
- Monitor and evaluate the implementation of the new long-term religious education curriculum map in order to ensure continued progression of knowledge, skills and understanding.

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 small oversubscribed high achieving school is proud to be a church school and its distinctive nature shines through in all that it does. The Christian vision permeates every area of school life so that its influence is consistent, significant and impossible to identify as a separate entity. The school lives up to its motto encouraging all to work as a team, based on the bible verse from Corinthians 12:12. The vision is realised through a set of six core Christian values that are explored in worship over the year. The school has an inclusive ethos and is centred in its local community and enables all its pupils to flourish because they know every pupil as an individual yet understand that they are stronger together. It is a place where 'every child knows everyone else.' Pupils are respectful of difference and appreciate their peers as individuals. Staff know the pupils well and use this knowledge to find the best individualised approach to help them succeed. The quality of teaching is strong and is consistent throughout the school. Adults nurture pupils and the younger children are in turn nurtured by the older pupils. Parents are welcomed into the school and 'stay and play' sessions for the youngest children and their carers are well attended.

The school's curriculum enables all pupils to flourish. It is exciting and relevant and provides opportunities for pupils to experience awe and wonder. The school offers a wide range of extra-curricular activities in addition to this, giving pupils every opportunity to be successful learners in the broadest sense. Pupils are particularly proud of their successful participation in a range of sporting events. Pupils recognise the importance of stewardship of the environment. The Eco Schools Programme has helped to develop the pupils' critical thinking skills about the world around them and has developed the Christian values of caring for and protecting God's creation. Through eco school and Fairtrade work pupils respond to the needs of others and recognise that everyone can do something to make a difference. Pupils make the link between Jesus' teaching and their own actions such as supporting charitable causes and recognising injustice. Pupils are currently enabled to support causes close to their own hearts as well as supporting a range of national charities but lack sufficient support to develop a broader global outlook and understanding.

This is a welcoming, supportive and caring community as the Christian values are lived out daily in school. Staff and pupils enjoy a positive sense of wellbeing stemming from the inclusive ethos. The teaching team are well supported at all levels like the pupils, and induction into the school ensures everyone is involved in and is continually striving to develop the school. Teachers appreciate the freedoms they have to develop their interests and passions. It is an outward looking school and staff are given opportunities through training and development, empowering them to lead both in school and beyond the school in supporting other Church school colleagues. Governors work in tandem with the school leadership in a mutually supportive way, to challenge the school to be the best it can be. There is consistent and effective distributive leadership, supported by appropriate advice and training, which encourages and enables everyone to play a part in enriching the Christian distinctiveness of the school.

Relationships across the school are strong and based on Christian values. Over time pupils have developed a greater understanding of the meaning of the school's core Christian values such as hope and friendship as they have taken on more opportunities to plan and lead worship. A well-used prayer space, a development point from the last inspection, has been established where pupils choose to rest, reflect and pray during playtimes. Parents talk warmly about the growth of their children during their time in the school. Pupils are well prepared for the next stages in life. Honesty and facing up to mistakes are part of the school culture. Pupils are happy at school and there is a friendly environment. Pupils act as peer mentors to resolve difficulties and pupils support anyone sitting on the buddy bench by inviting them to play.

There is a high level of engagement in worship sessions. Pupils understand the contribution it makes to their spiritual development. Worship allows the pupils to reflect upon how they could change behaviours, values and attitudes and apply this thinking to how they live their own lives. Pupils enjoy worship in the morning as they say it gives them time during the day to act on what they have been thinking about. 'It makes a little bit of difference to how I live every day.'

The opportunity for pupils to regularly plan, lead and evaluate worship has contributed to building their self-esteem as they explore, investigate and evaluate the teaching of Jesus. The diocese recognises the quality of worship and has invited other church schools to visit to implement the ideas in their own schools. In worship pupil leaders ask questions of their peers to deepen understanding and select their own resources to retell Bible stories. A parent of one of the worship leaders was moved to see the huge transformation in personal confidence for their child after taking on this role.

The school celebrates its Christian heritage and follows the key events of the Church year. Pupils attend Church for key Christian festivals such as the Christingle service led by Year 5 and 6, and parents come too. The Church is full to capacity for these services. Pupils also join the local congregation for regular family services. This has been greeted warmly by the congregation and priest- in- charge and has led to greater Church, school and wider community links as the friendships and relationships develop. The priest- in-charge leads collective worship in school. She has a background in education and is a frequent and popular visitor to the school and classrooms.

The school's religious education teaching (RE) promotes critical thinking and reflection. The school has implemented a philosophical enquiry 'big question' approach to RE. This whole school approach has led to pupils having a greater understanding of religious texts and deeper understanding of Christianity as a living religion. Pupils say that being taught RE in depth over a linked series of days as opposed to a weekly session has given them the time to develop a deeper understanding of different faiths and the world around them. A school scheme of work has been developed and is being revised again to implement the brand new Norfolk syllabus. As yet there is insufficient data to measure and evaluate the impact of these key changes on pupils' religious literacy and understanding.

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Inspector's name and number	Anna Reeder 659