



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Staverton Church of England VC Primary School	
Address	School Lane, Staverton, Trowbridge, BA14 6NZ
School vision	
<p>Our vision is based on Jesus’ parable of the mustard seed, which describes the Kingdom of Heaven growing and flourishing from small, humble beginnings. We believe that our school is like that tree, which has grown over time. It is home to our pupils, who are like the birds nesting within its branches. They are nurtured in our school, and in time flourish, developing skills, attitudes and values which are important for adult life. We place importance on every child belonging to school and encourage the children to show their uniqueness, every child has a song. By the end of their time at Staverton, they will be able to spread their wings and fly high.</p>	
School strengths	
<ul style="list-style-type: none"> • Reviewing the vision has led to the school community having greater ownership and understanding of its significance. It provides clear direction to all improvements and is at the heart of daily life of this school. • The vision enthuses leaders to make bold decisions to meet the diverse needs of all pupils. Dedicated spaces and new approaches nurture pupils’ social and emotional needs so they can flourish. • The vision is lived out in this community through the welcome it offers to all. It shapes trusting relationships, where all are valued and treat one another with a high degree of dignity and respect. • Leaders have created a dedicated and enthusiastic staff team, who see their role as living out the vision. They feel valued and play a major role in improvements, growing their talents. • Leaders show an impressive understanding of the biblical principles underpinning the vision. These shape the school’s work, enabling it to make rapid progress and enhancing the impact it makes as a Church school. 	
Areas for development	
<ul style="list-style-type: none"> • Ensure opportunities for pupils’ spiritual flourishing are an intrinsic part of the curriculum. This will enable pupils to express their thinking in a variety of ways so the impact of these experiences is clear. • Create opportunities for pupils to weave in questions about the nature of religion into debates about ‘big questions’ in religious education (RE). This is so they can think at a deeper level and fully consider the views of others, informing their own beliefs. • Enable planning for collective worship to be shared by all staff. This is so they can follow up themes in class, raising the importance of new ideas and how they can respond. 	
Inspection findings	
<p>Leaders brought the school together to re-establish the Christian vision ensuring all understand and</p>	

have ownership of it. The vision is now the ‘heartbeat’ of this thriving school. Pupils talk in depth about the Parable of the Mustard Seed. They explain how like them they grow, fulfil their potential and then reach out to others. The tree (school) provides safety. The magnificent depiction of the mustard tree and the birds which make up this community is a focal point. Everyone joining the school adds their own unique bird image. Each affirms this gives them a sense of belonging and being valued. Pupils draw upon the language of Christian values which enriches their understanding of the vision. This deepens their awareness of the impact it makes in so many areas. Staff weave values throughout learning so their importance is clear. Pupils of all faiths confidently state how these values shape choices. The vision effectively addresses the needs of the community where staff reach out to support families who face challenges on the ‘journey of life’. It equally drives improvements. There are fine examples of raising the quality of care for pupils with particular needs and creating a culture where all are important. This enthusiasm for improvements is driven by leaders’ impressive understanding of Jesus’ teaching and how he wants them to flourish. This has grown a cohesive and dedicated staff. They feel empowered to use their talents, lead initiatives, and take significant responsibilities for development. Together they live out the vision so all perceive the impact it makes. Governors are an essential part of this team, they effectively evaluate the impact the vision has, which leads to further improvements. Good examples include giving class reflection areas a high profile which provides valued moments of calm.

Jesus’ example of reaching out to those who face challenges on their journey, transforming lives, enthuses leaders to do the same. Leaders take the view that ‘every pupil has a song to sing’. They see it as their God-given responsibility to enable them to do this. Fundamental to this is developing trusting relationships both with pupils and families, so there is a deep sense of working together. Bold financial decisions led to creating the Nest, an area where diverse needs are met. Staff, using the best practices, create specific interventions which addresses pupils’ social and emotional needs. Pupils are supported to recognise their feelings and agree individualised actions which help them. All pupils appreciate approaches which provide support when they are anxious, enhancing their mental health. As a consequence, the school has a reputation for this care. This gives new chances to pupils, changing behaviour, attitudes and lives. This shows the vision is fully lived out.

Significant improvements raise the profile of RE and deepens pupils’ thinking. Learning experiences are well planned, progressively developing understanding in a well balanced yet diverse curriculum. Astute evaluations by leaders identify prioritised improvements. New approaches such as drama and art engage pupils, so they respond in a variety of ways. Pupils are increasingly involved in debates about ‘big questions’ with greater confidence. They use starter sentences to help them organise their thoughts. Ideas are shared which refine thinking. However, staff need to weave into discussions biblical and philosophical ideas to deepen pupils’ thinking. This approach enables vulnerable pupils to contribute and learn from others. New pupil organisers for each unit give clear definitions of key religious vocabulary that extend their knowledge. The emphasis on considering the importance of new ideas allow pupils to consider the significance for them. Pupils’ understanding of core religious concepts and Christianity as a living faith is growing. They talk in some depth of worldviews, making thoughtful comparisons recognising how faith shapes actions. The majority of pupils enjoy RE, feeling it has a relevance for their lives.

Leaders are inspired by Jesus who positively challenged Zacchaeus to be the best person he could be. This transformed his life so he could fulfil his God-given potential. This shapes a positive culture of high aspirations. Pupils talk enthusiastically of the trusting relationships they make with staff, adopting their high expectations. Staff take away any sense of failing, developing a language of growing and flourishing reflecting the vision. They share next steps in individual learning, whilst a range of extra-curricular experiences grow self-belief. This is a strength of the school. There is a growing understanding of spirituality and awareness of opportunities where pupils can flourish. However, these experiences are not identified in the curriculum. Pupils show a mature

understanding of diversity. Class reading books explore different cultures, disability and stereotypes. Workshops on black history prompt discussions. As a result, pupils see everyone as being special. The greater emphasis on studying ‘upstanders’, people who go beyond expectations, enthuse pupils to do the same. There are good examples where pupils care for God’s world, raising funds for solar panels. More pupils take the initiative to champion causes they feel important, such as care homes or cancer research.

Collective worship is a vibrant experience. It is the ‘spark’ that deepens pupils’ understanding of the vision. Worship is inclusive, enabling all to contribute with integrity as well as being inspirational. Leaders use the power of stories, just as Jesus did, so pupils draw their own meaning from it. Class reflection spaces are well used, providing moments of calm. Prayer is well understood where all find time to reflect helpful. These contribute to pupils’ growing personal spirituality. Some pupils plan and lead worship on themes they feel are important. At present, the planning for weekly worship is not shared with all staff. This would allow ideas to be explored in class further, extending their significance. Some best practice examples of worship are already shared with other schools. The vast majority enjoy coming together, appreciating how it contributes to their choices.

Leaders draw on Jesus’ teaching of how all can live well together. Trusting relationships are clearly at the centre of this community. All treat one another with a high degree of dignity and respect. There is a tangible culture of being a school community. Pupils use Jesus’ ideas of forgiveness and moving on together from mistakes. This is where the vision stands out.

The inspection findings indicate that Staverton Church of England Primary is living up to its foundation as a Church school.

Information			
Inspection date	12 January 2024	URN	126360
VC/VA/Academy	Voluntary controlled	Pupils on roll	250
Diocese	Salisbury		
MAT/Federation			
Headteacher	Edward Powe		
Chair	Jennifer Smith		
Inspector	David Hatrey	No.	844