



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

Southwick Church of England Primary School	
Address	Hollis Way, Southwick, Trowbridge, BA14 9PH

### School vision

‘Do everything in love’. 1 Corinthians 16: 14  
Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs’.

1 Corinthians 13: 4-5

To love is at the heart of what it means to be a Christian. Jesus preached that to love God and others are the greatest commands. The call to live a life marked by love is a consistent message found throughout the Bible. When the apostle Paul wrote to the church of Corinth, he instructed them to do everything in love. Therefore, as a school, love and compassion for the self, others and God’s world are at the centre of all we do. By focusing on the above, whilst building compassionate, respectful relationships we believe that our children will be ready to learn and to grow as confident, well-rounded individuals who are ready to face the next stage of their journey through life.

### School strengths

- The school leadership promotes an effective Christian vision based on ‘Do everything in love’. (1 Corinthians 16: 14). This encourages the values of compassion, respect, responsibility, forgiveness and service. The pupils articulate these clearly and seek to live them in their lives.
- High quality and effective Christian leadership and governance gives clear direction to staff and pupils alike. This is seen in the impact of their Christian distinctiveness, and how they consider future development as a Church school.
- Collective worship is thoroughly planned and organised and supportively linked with the vision. There is clear impact on the spiritual and moral development of pupils.
- Pastoral care is outstanding for all involved in the school. This contributes significantly to positive mental health and wellbeing.
- Effectively organised religious education (RE) produces articulate pupils who speak confidently about religion and worldviews. They benefit from a challenging curriculum which aids their understanding of the world.

### Areas for development

- Make the Christian vision more explicit and evident in all underpinning policies. This is to show how it drives and motivates all areas of school life.
- Extend work on spirituality by using opportunities for promoting spiritual development in all areas of the curriculum. Consequently pupils will be helped to understand spirituality pervades all areas of life.
- Develop understanding of diversity through studying Christianity as a global, multi-cultural world faith. Pupils will be enabled to appreciate the variety of ways in which Christian worship is expressed across the world.

### Inspection findings

The school has a strong Christian vision of love which is clearly lived by staff and pupils alike. It is relevant to the community through the values of compassion, respect, friendship, responsibility forgiveness and service. Pupils know the values well and are enthusiastic in putting them into practice. As a result, their lives are enriched and they flourish well. The school is part of a Trowbridge schools collaborative partnership. This provides mutual and substantial benefit in the sharing of good professional practice. In turn this support promotes professional confidence amongst leaders. A strong group of governors, with a range of appropriate skills, regularly monitors the impact of the vision. This is evident in minutes and reports from regular visits. Governors speak of a strong, collaborative, Christian culture in their meetings. The school leadership has a clear strategic view of development as a Church school as a result of monitoring and evaluation. There is a good relationship with the Diocese of Salisbury with regular visits from the education team. The impact of this is seen in effective support for the delivery of collective worship and RE.

The vision encourages a broad curriculum following some 'golden threads' which are gradually being embedded. These aim to identify the Christian vision explicitly. Pupils are reflective learners. They indicate their interest through quick and lively responses to challenges and questions in class. This extends to all learners, including those with special educational needs and/or disabilities (SEND). Outstanding provision for educating SEND pupils is evident through their obvious engagement and enjoyment of learning. A considerable range of reflective spaces such as the library, and the snug support learning. Breakout spaces help pupils who need time to themselves during the school day. A shared understanding of spirituality is evident, and this is described as 'growth on the inside'. Pupils readily speak of such moments in their lives, and this has an impact on their written work too. However, there is limited identification of spiritual development opportunities in some curriculum subjects.

Collective worship is well organised, and has clear impact seen in the reflective responses of pupils. It links with the vision considering each of the values derived from it on a half-termly basis. Pupils are encouraged to be involved in a variety of ways, such as choosing and writing prayers. These prayers are regularly included in times of class and whole school worship. Class worship gives a more personal approach to spiritual reflection. Each class also leads collective worship once a term which has further impact on spiritual development. Monitoring and evaluation of collective worship takes place and has impact on future planning. Pupils are encouraged to share their reactions and reflections. They have an impressive knowledge of a number of Bible stories that they can link with the vision and values. There are also class books of pupil reflections which show the impact of worship on developing spirituality. Pupils are familiar with the local church building through termly visits, and there are also good links with the Baptist chapel. There is a knowledge of Anglican practice through simple formal words and responses. They have a good understanding of Christian symbols and the spiritual ideas behind them. As an example, pupils can readily explain the concept of the Trinity symbolised in various ways. The worship is invitational and inclusive. Pupils are inspired through worship to reflect on their lives and put the school's Christian values into action.

The vision promotes the idea of interdependence, and as a result pupils care for one another. They behave well and are very considerate. A good number of available calm spaces support pupil wellbeing, and pastoral care in this school is outstanding. All staff speak of how the supportive community helps their mental health and wellbeing. Occasional staff days devoted entirely to this through a range of activities are much appreciated. Support for pupils, parents and carers is evident through caring staff and a dedicated SEND co-ordinator. The school runs the community food bank. This is open daily before and after school, and it is a strong outreach to families in particular need. Parents also value communications from the school, so that they feel involved in school events. They

speaking enthusiastically of the Church school ethos and its impact on their children, especially in terms of moral compass.

Pupils have an understanding of the Christian quest for justice. A number can link this with the idea of Christian love expressed in the vision. However, whilst some cannot explain it, others make a link with the school value of responsibility. As an example, pupils speak about their support for Dorothy House, a nearby hospice and other local and national charities they support. They have a strong sense of community, and this is evident in their compassion for the homeless which they readily speak about. The school council is active in selecting other causes to support and are driven by their sense of justice and responsibility. Nonetheless, there is limited understanding of how pupils might be agents of change in the world.

RE is well organised throughout the school. The Trowbridge schools collaborative partnership provides a termly learning community for the subject leads. This resources and strongly supports professional development through sharing of knowledge and expertise. Involvement in diocesan training further strengthens the delivery of the subject. RE has a clear impact on the lives of the pupils and their spiritual development. They understand the effect that religion might have on peoples' lives. Pupils enthusiastically engage with the challenging and relevant curriculum. As an example, pupils readily talk about a 'spiritual art' display in the corridor that they have produced. They enjoy explaining the significance of religious symbols as part of a diverse programme of study. Lively classroom displays provide a stimulating environment and work in books shows an accurate and well-sequenced curriculum. Most pupils understand Christianity as a living faith and speak about its effect on society. There is some understanding of Christianity as a multicultural world faith, but this is not fully developed. Regular monitoring of RE ensures its effectiveness.

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

Information			
Inspection date	12 December 2023	URN	126359
VC/VA/Academy	Voluntary controlled	Pupils on roll	176
Diocese	Salisbury		
MAT/Federation			
Headteacher	David Cook		
Chair	Andrew Mulligan		
Inspector	Jeremy Hellier	No.	899