



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Weston Favell CE Primary School

Address Westwood Way, Weston Favell, Northamptonshire, NN3 3HH

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 **Excellent**

The impact of collective worship **Excellent**

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

School's vision

Living, Learning and Growing Together in God's Love.

Jesus said, 'I came to give life - life in all its fullness.' John 10:10

We are a school rooted in God and our community through our founders. We continue their vision to welcome, nurture and enable all to flourish and develop as unique individuals who share their gifts with each other and the wider community.

Key findings

- The vibrant and inclusive life of the school emanates from its vision which is built on a clear theology of flourishing for all. This has a transformational impact on the lives of pupils and staff.
- The historic foundation of the school is honoured by leaders at all levels and used to root the current staff and pupils in the wider community. This is particularly evident in the generous commitment of the school to the wider Northampton Primary Academy Trust.
- Children and adults flourish because they are truly known. The pastoral care for all is exceptional.
- The rigorous and challenging religious education (RE) curriculum is taught by subject specialists. It is carefully sequenced and leads to children developing exceptional levels of disciplinary knowledge in their time at school.
- The impact of collective worship extends far beyond the walls of the school and is enriched by many churches within the local area.
- Prayer is cherished by children and staff throughout the school. It is part of a deep culture of invitational reflection that forms a part of each day.

Areas for development

- To further develop the understanding of flourishing as a school within the context of the climate emergency. In order that pupils and staff can be advocates and ambassadors for change in their community.

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

Weston Favell CE Primary School (WFPS) is an excellent Church school whose distinctive Christian vision has been developed and embedded over many years. It now informs all aspects of the school's life. Leaders at all levels demonstrate that the vision drives everything they do. This leads them to make bold choices about the use of resources in order to provide support for families in challenging circumstances and pupils with special educational needs and disabilities (SEND). It also underpins the way in which they manage the workload of staff. This empowers and equips children and adults to live in the fullness of God's love. The school is the only Church school in a formal collaboration between 11 schools in the area. The school has maintained its distinctive ethos while finding highly effective ways to work alongside other schools of very different foundations. The governors and other leaders see this as a key part of the outworking of their vision. They believe that adults and children should flourish not only in Weston Favell, but in the wider Northampton Primary Academy Trust (NPAT) community. They generously deploy staff across the Trust and have used their expertise in the organisation and teaching of high quality RE to design, sequence and train teachers to deliver an innovative RE curriculum. The feedback from staff and pupils has been exceptionally positive. The RE leader has flourished through the support of the school. The wider leaders of the school believe that high quality RE is at the heart of a well-balanced curriculum. Therefore, during the time of partial school closure due to Covid 19, all pupils received 'live' RE lessons that inspired and motivated them. Pupils are able to make explicit links between current learning and that of 'home-school'.

Governors support and challenge the school not only to nurture its children, but also to equip them with powerful knowledge that will support their flourishing in later life. The curriculum is carefully designed and enables progression in all areas, including relationships, health and sex education. Close monitoring and evaluation ensure confidence in the curriculum's implementation. Opportunities for wider learning are carefully planned so that all children, including those with significant SEND, benefit deeply.

The transformative impact of the vision on the life of the adults in the school can be seen in the high number of staff who have entered the teaching profession after starting as volunteers and in the high level of staff retention. School leaders cherish all members of the staff team. Staff passionately articulate how leaders support them to live, learn and grow. 'You are never just a member of staff here, you are part of WFPS and so you know you really matter'.

Invitational collective worship is the heart of the school day and leads to a rich culture of deep reflection. When lessons moved online the policy was adapted so that collective worship remained the point around which the learning revolved. Parents, children and staff all speak with conviction about the calming and uplifting impact of the worship at times when the world seemed so strange. Worship ambassadors, who take an important role in school, developed their skills during 'bubble worship' so that it was a clear outpouring of their beliefs. Worship is planned in close collaboration with the highly supportive local parish church and its clergy, but it is also enriched by a diversity of other Anglican and wider Christian traditions. This is further enhanced by the developing relationship with St Peter's special school in South Korea. All these elements work together to ensure that collective worship has a vibrancy that is cherished by all. It transforms the life of the staff and pupils.

Prayer is an integral part of the life of the school. It is understood to be vital to growing in God's love and leads to a rich culture of reflection. It starts meals, ends the day, starts meetings and is treasured by all. The prayer room, open for all, is used by staff and pupils alike. Prayer spaces in classrooms are age appropriate areas of beauty that allow children to reflect. Pupils speak with passion and depth about the impact of the prayer spaces in their classroom. A Year 1 pupil said, 'It's where you write letters to Jesus or you can draw because he understands that too'.

Living out the vision, leaders have developed prayer and reflection spaces in the other schools in the Trust. The expertise of staff and altruistic vision of leaders have been transformative in the lives of many other staff and children.

Children are passionate about their roles of responsibility within the school. They link these roles to their understanding of the Christian vision and values of the school and some make explicit links to bible stories. Pupils understand that living together well can at times be challenging. They take pride in the way they have developed the new anti-bullying policy saying, 'at this school we really make a difference'. Throughout the school pupils listen to

each other and use discussion to help them refine their understanding of key topics and ideas. Behaviour is exemplary because of the respectful and consistent way in which expectations are modelled and applied by all staff.

Leaders have carefully crafted a community in which all members can flourish because they are able to express their wonderful diversity. Policies and practices are systematically reviewed to ensure that all are valued and any incidents are dealt with effectively. The 29 different languages spoken by staff and pupils are celebrated by events and activities within the school. All are confident that they are safe and that they can fully express themselves and their differences. The exceptionally responsive systems for pastoral care for staff and pupils mean that no one is left behind in the quest for human flourishing.

Children and staff have a powerful sense of social justice and because of this take numerous opportunities for courageous advocacy to challenge inequity. For example, when the local homeless shelter was at risk, pupils wrote to their local MP and staff and children took part in separate sleep outs to raise awareness of the challenges faced by those with no home. The vision of WFPS is so clearly understood by all that they become vibrant agents of change within their communities and beyond. This is a school where everyone strives for all to flourish; to live, learn and grow.



The effectiveness of RE is

Excellent

Religious education is taught by highly trained subject specialists and it is exceptionally effective in ensuring that pupils flourish through an inspiring sequence of learning. There are a number of well-planned opportunities to visit local places of worship and to engage with outside speakers from a number of faiths. This means that the pupils develop exceptional religious literacy that allows them to reflect critically upon their own religious and philosophical convictions.

Contextual information about the school

Date of inspection	12 th November 2021	URN	138956
Date of previous inspection	2 nd February 2015		
School status	Academy	NOR	420
Name of MAT/Federation	Formal collaboration with Northampton Primary Academy Trust		
Diocese / Methodist District	Peterborough		
Headteacher	Jill Ramshaw		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above below national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is below national averages.		
Inspector's name	Elizabeth Jeanes	No.	981