

Ongoing SIAMS Self-Evaluation Template

School's theologically-rooted Christian Vision

Our vision:

We are caring. We are active. We are our best.

Love your neighbour as you love yourself. Matthew 22:3

Our mission:

Nether Stowey Church of England Primary School
inspires a love of learning in all of us with
Christian values at our heart.

Our school community is a safe, caring friendly place where everyone is welcome.

We give all children and staff the opportunity and encouragement to aim high and develop their strengths and interests.

We strive to understand, respect and value each other, our school, our community and the world we live in.

This vision has been developed with the whole school community including governors. It is founded on our founder Thomas Poole, who set up Nether Stowey school between 1813 and 1814. Poole stood for community and builds on the deeply rooted Christian vision of; 'love thy neighbour' which can be demonstrated through the story of The Good Samaritan: **Luke 10**. The story of The Good Samaritan shows us that a true neighbour has nothing to do with closeness. My neighbour is anyone who crosses my path in life. To be a neighbour, according to Jesus, means to come alongside someone. At Nether Stowey School we are developing children to flourish to be caring, active and to be the best that they can be while at school and as they progress further through life. The Good Samaritan is our school story that links to love your neighbour. Our local church (St Mary's) has a stain glass window of The Good Samaritan. **They live by the school's ethos of 'We are caring, we are active, we are our best.'** OFSTED March 2023



Inspection Conversations: Context

Who are we?

(This factual information enables inspectors to understand the specific context of the school. No judgements are made on this information.)

- Is the school a Church of England, Methodist or joint denomination school?
- Is the school (formerly) voluntary controlled or (formerly) voluntary aided, or does it have another designation?
- If a former voluntary controlled school does it, as an academy, provide denominational religious education?
- What phase is the school – first/infant, junior, primary, middle, secondary, high, all-through? What is the number of pupils on roll?
- Is the school an academy or a maintained school? Is the school part of a federation?
- How is school and trust leadership structured and organised? If part of a trust, what authority is delegated locally?
- What characterises the school’s pupil profile, and the community within which it is situated and/or that it serves? For example, how ethnically, culturally, and socially diverse is the community? And, what are the educational needs of pupils?
- What church and DBE/MAST partnerships does the school have?

Structure and organisation

- The school has 144 pupils on roll. We have reduced from a 6-class structure to a 5.5 classes in September 2025.
- We are a primary school that takes pupils from age 4-11
- Status – LA maintained
- We are a Church of England School which is Voluntary controlled.
- Our local authority is Somerset
- We are part of the Bath and Wells Diocese
- We have a governing body.

The community (and communities) served by the school

- Location of school – this is an average-sized rural school which is situated in, and serves the village of Nether Stowey. We also welcome pupils from the surrounding villages of Over Stowey, Stogursey, Cannington and Fiddington and from Bridgwater, our nearest town.
- This is a Church of England school with a strong Christian community and strong church links and part of the Quantock Benioff of three schools.
- This is not an area of ethnic diversity, although we have some pupils (0.7) non-British origin.

The characteristics of the pupils

- Gender/FSM/EAL/SEN/Vulnerable pupils – The school has 5 mixed aged classes with between 25 and 30 pupils in each class. KS2 are taught in pure year groups in the morning. We have 16% Pupil Premium, and 13% of pupils are in receipt of Free School Meals. 97% of children are White British.
- Attendance is at 95% September

- Does the school have any other links or partnerships?



What are we doing here?

(This information enables the inspector to understand the theological underpinning of the school's Christian vision, the school/trust's governance structures, its arrangements for religious education and collective worship, and its partnerships. This information informs the judgements that the inspector makes.)

- a) Considering the answers under 'Who are we?', what is the vision of the school and of the trust?
- b) How is the school's vision a clearly-articulated theologically rooted Christian vision? How does the trust's vision resonate with this?
- c) How do the specific needs of the school community inform the theologically rooted Christian vision? In other words, do leaders understand the school's context, and do they know how to respond to it theologically?
- d) Why have school leaders decided that the school should be a maintained school or an academy? How does this

The school took the opportunity to evaluate the values and vision and ground it in clear theology in conjunction with members of the local clergy and diocese. It is founded on our founder Thomas Poole who set up Nether Stowey school between 1813 and 1814. Poole stood for community and builds on the deeply rooted Christian vision of love thy neighbour, demonstrated through the story of The Good Samaritan. Our values are displayed on images of books as you enter the school. This represents the link between our values, school and Thomas Poole who set up the school in the library. At Nether Stowey School we are developing children to flourish to be caring, active and to be the best that they can be. The community is of high importance to us. Our rural location means strong links to the community are vital to avoid isolation. We also understand our predominantly White British context and seek to develop children's understanding and knowledge of other cultures and race. Children are accepting of other race and cultures. In 1813 Poole established a Women's friendly society which the school choir still take part in today. The school in the 21st century continues to build on this foundation with the work it carries out in the community, deepening our vision of being caring, active and our best. Examples of this includes food banks, hampers for families in need, local visits to the community centres with singing or carrying out work with Stowey Green spaces. All this work is underpinned with our 6 core values of thankfulness, fellowship, trust, charity, peace, and endurance.

The school is currently maintained with the local authority. The school is structured with a governing body that has a foundation governor and a member of the clergy. The school operates a subcommittee known as the ethos committee that monitors the schools church distinctiveness including collective worship and the teaching of RE. Our governors have also been present during moments of spirituality carried out by the children.

The school has daily collective worship that is led by a different people and in different ways. The headteacher leads collective worship on Monday. Tuesday the clergy lead collective worship and alternate with Open the book. Wednesday is song and praise looking at hymns and what this tells us about Jesus which alternates with child-led

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| <p>status enhance the effectiveness of the school as a Church school?</p> <p>e) As a result of the school’s Christian vision, original foundation, and current context, why are school and trust structures of governance as they are?</p> <p>f) How do governance accountability and delegated authority in the school and trust enhance the work of the school as a Church school? How do leaders know this?</p> <p>g) What are the school’s arrangements for collective worship? Why are these arrangements in place?</p> <p>h) How is religious education structured and organised? Why have these decisions been made?</p> <p>i) What is the relationship between the school/trust and the DBE and/or MAST? How do these relationships enhance the school’s ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?</p> <p>j) What is the relationship between the school/trust and local church/es? How do these relationships enhance the school’s ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?</p> | <p>collective worship (after the autumn half term). This is planned with the children at the start of the academic year. Thursday class teachers lead class collective worship and Friday is a celebration of achievements including opportunity for worship.</p> <p>The religious structure is organised with the diocese delegated work and units from the AMV (awareness mystery and value).</p> <p>The school has strong working relationships with the diocese board of education. The school leaders regularly attend diocese training. This has help to challenge and support the school in living up to its church foundations.</p> <p>The school has strong links with the local church. The clergy regular visit the school and the school visit the church. This is done through First Friday, special services for Harvest, Easter, Christmas, Year 6 leavers. In 2024/25 children in KS1 had a Christmas experience visit. They went to a local farm where members of the community performed parts to teach the children about the journey and birth of Jesus. Year 5 had an Easter experience in the local church to learn about Holy week and Easter. This enabled the children to live out the key moments in Jesus’s life. The school and the parish have built links to help families in our community who may not always want to come forward and ask for help. The church was a vital resource during the pandemic not only did they provide food parcel and hampers for families in need or for keyworkers, but they also provided pastoral support for families. Clergy members visit the school often for chaplaincy for members of staff and/or for children. Families have reached out for us for support from the church and this has been done. When we have suffered tragic loss with deaths of parents, the church has been fully supportive for our school community in this. This demonstrates how we are living up to our Christian vision of being caring, active and our best all through ‘love thy neighbour’. Pupils recognise members of the clergy and Open the Book team and will say hello in the village.</p> <p>Leaders have ensured there are strong links with the local church and the local community as a whole. This means pupils feel a strong sense of pride in their school and where they live. OFSTED March 2023</p> |
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Inspection Questions (IQ)

How then shall we live? *(This information is key to enabling inspectors to make evidence-based judgements.)*

| Inspection Question (IQ) | Impact of provision and sources of evidence |
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| <p>IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?</p> <p>a) How is the Christian vision expressed? For example, is it through values that are faithful to the Anglican/Methodist foundation of the school?</p> <p>b) What other strategies do leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish?</p> | <p>The vision is at the centre of everything that we do and we have made it the heart of the school and this is fully supported by our 6 Christian values. Our vision sustains and guides our school community and help us to make the right decisions in the image of Christ. Our values contribute to the nurturing ethos, which is commented on by visitors to the school, one such example of this is how we support SEND families. Our Christian values are clearly visible around school and permeate in everything that we do. It can be easily recalled when reflecting on behaviour incidents.</p> <p>As we spend quality time discussing our Christian vision during SLT meetings, staff meetings and governors meetings, this helps to keep the Christian vision a high priority and in the forefront of our minds as we make key strategic decisions about the school. An example of this is how we have adapted our vision and values with a governor meeting about the school vision.</p> <p>Children created the symbols for each school value so there is consistency across classes.</p> |

- c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish?
- d) How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?



In September 2025, the school led a Flourish Day with the local church leading. It was an opportunity for the whole school to live out the story of The Good Samaritan. We spent time learning a song, dramatising the story, creating stain glass window pictures and writing prayers. We started and ended the day with a special collective worship.

To keep up to date, provide challenge and to develop our Christian character the leadership team attends relevant meetings, these include: Diocesan RE meeting, Diocesan HT meetings, Diocesan governor meetings. This also includes the work of the ethos committee who systematically carry out monitoring or RE, collective worship, pupil voice, book scrutiny and have delivered CPD to teachers. As a result of our distinctly Christian vision, policies set out the high standards that we expect of staff, pupils and parents, which ensures that children flourish in the image of Christ. Foundation governors are able to contribute to shaping the school's Christian vision e.g. on a recent learning walk the consistency of Christian distinctiveness on display was picked up. On a recent RE book scrutiny, the Foundation Governor identified the progress and consistency of RE across the school and also helped identify areas that she could further support the school with specific Christian teachings (Governor report, CPD). All staff feel fully informed, valued and are confident in working in and promoting the Christian vision and values of our school. Middle/subject leaders lead their areas very effectively, leading to enhanced teaching and results Children show our values with caring with being year 6 and reception buddies.

The school has a banner that has been made with all the children, and each child has sewn a leaf from their class.



IQ2 How does the curriculum reflect the school's theologically rooted Christian vision?

- a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?
- b) How is spiritual development an intrinsic part of the curriculum?
- c) How do leaders know that the curriculum is having the intended effect for pupils?
- d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?
- e) How does being part of the trust enhance the school's curriculum?

The vision has become fully embedded in school life and has been the focus of new and exciting curriculum developments across the school.

Our school definition of spirituality is:

At Nether Stowey School we believe that...spirituality is woven throughout our vision – we are caring, we are active, we are our best.

*We are surrounded by spirituality everyday by being present in the moment, making connections and relationships with each other and the wider world, responding to awe and wonder, being eager to explore boundaries within ourselves and taking time to reflect on what makes us come alive. **Work with Karen Sancto Diocese Jan Inset 2024***

We believe that every child should achieve their full potential in the image of God, we are committed to ensuring we develop the whole child, linked to Church of England's vision July 2016 of "life in all its fullness at its heart". Therefore, we deliver a broad and exciting curriculum e.g. exciting topics and residential visits etc. Our school vision enables children to care about their learning. To care about what they learn and how they can make a difference and contribute to society. The vision encourages them to be active, not on a sporting level but to be an active citizen just like The Good Samaritan. Being their best does not mean they have to achieve the highest standards or run the fastest, but to aim high and achieve their God-given potential. Our curriculum enables children to be their best just like the Samaritan. He did his best to help, he did not stay with the injured stranger, but he did his best to help him before he carried on his journey.

Nether Stowey offers a wide range or wider curriculum opportunities and this was picked up with OFSTED 2023. Sports clubs, choir, music tuition etc give children an opportunity. Barriers are broken down so that children are included. Children flourish in the sporting opportunities they are given. They understand they have been their best even when

they do not win. SEND and disadvantaged pupils succeed on residential because the school takes every step to break down barriers with cost or accessibility by acting out 'loving thy neighbour'

RSHE policy deals with overarching theme of 'love'. At our school children have love for what they do, they care for each other and do not leave anyone behind. Children have connections with each other. Bullying is very rare. **OFSTED report 2023 states, 'bullying does not happen here.'**

The school environment (e.g. entrance hall, main hall, teaching spaces) reflects our Christian vision and values and each class has a Christian display to promote their chosen value and to encourage the children to reflect, think deeply and pray.



Teachers can identify and make time for spiritual moments. They understand that we all need time to 'be' and are acutely aware of the children that may need a little extra support in this area. We understand and appreciate that every child and every adult has a different and varied spiritual journey through life and that this journey is at the core of what makes them special, individual and helps them flourish into one of God's children. We do our best to support and develop their individual journeys. We provide a wide range of opportunities for all pupils and adults to develop as a whole person, in different situations.

Spirituality is now widely considered across the school and time is made for spiritual moments as and when appropriate. For us, spirituality is about coming together and connection. A sense of belonging is an important driver in our school and links closely to community.

For all children to meet their full potential and develop in the image of God, we have changed our curriculum, learning opportunities and focus at school. We have looked in depth at what we are teaching and how we are teaching it and how we teach and work with young people.

It is very clear in the Bible that Jesus was there for everyone, and we are the same at Nether Stowey. We very quickly identify vulnerable children and put measures in place to meet their needs. This could be moving them to a different year group, one-to-one support led by skilled staff or offering different opportunities. We meet the needs of all children on a temporary or more permanent basis. We begin with giving children a sense of belonging, showing we care.

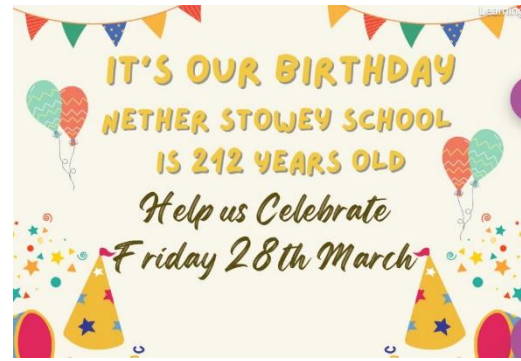
We have a very effective SEND coordinator that meets weekly with teachers to monitor children's progress and the effectiveness of interventions. The impact of the support from our SEND coordinator allows teachers to carefully plan support and interventions to meet children's individual needs based on their gaps in understanding. This ensures all children can access the curriculum and continue to make progress.

Driven by our Christian vision, we believe that children are entitled to a broad and rich curriculum which opens opportunities to new experiences and taps into children's potential. As a result of our distinctly Christian ethos and the support given to all pupils, the school has a very good reputation in the local area and beyond.

3 boys in Year 3 found a honeybee in need of help. They carried it on a leaf to God's Garden and said the Lord's Prayer to it. When the bee began to move its wings, one child stated, 'that must be God's work!'

Children have opportunities to look deeper, creating curiosity and asking questions.

When a child's dog died, the headteacher took the time with a child, to discuss and allowed a child to paint a rock, that was then placed in the God's garden. This allowed the child to make visits and have a spiritual connection to take moments.



IQ3 How is collective worship enabling pupils and adults to flourish spiritually?

- a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?
- b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?
- c) In what ways is the worship life of the school inclusive, invitational, and inspirational?
- d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?

In order to help all children, develop in the image of God and live life to its full, we recognise the importance of Collective Worship in supporting this. Therefore, we have a variety of adults and children leading collective worship bringing their own spiritual experiences (e.g Vicars, pupils, community, Open the Book, staff, and other faiths). Whole school collective worship allows us to focus the mind of every child, gives them a strong sense of belonging and is key in spreading core Christian teachings across the whole school effectively (CW observations). Well planned collective worships are shared with the church to ensure a wide coverage is catered for and also to allow for revisiting common themes. We make sure that whole school collective worship is held every day and for every year group. It is very rarely cancelled and is an integral part of the school day. We have very strong partnerships with St. Mary's Church. The clergy and the Open the Book Team lead collective worship every Tuesday on a rotation. Once a month we visit the church for first Friday where worship is led on the key Christian events in the year and core values. Throughout the year our collective worship focuses primarily with our Christian values. We view our values through stories in the Bible, through how we live our lives and through the eyes of others. Use of 'Windows, Mirrors and Doors' helps children to be active in collective worship and to ensure as much participation as possible.

Collective Worship is adapted to suit the needs and understanding of different age ranges and abilities. In order to accommodate more people we hold family services at our local church to celebrate key events in the Christian calendar. At these services we invite anyone involved in school worship to take part. Worship is led in a way that is accessible to all. This is often with the use of children to act out bible stories. Reflection time is an important part of worship and allows everyone involved a chance to think about what Jesus has taught us and how we can apply it in our lives. Family worship is about connection, belonging and being inclusive.

As a school we offer visual displays in each class to focus the children on current theological activities or a space to reflect. We also promote prayer across the school and teach the children that prayers can be carried out at any place and at any time.

e) How does the trust contribute to and enhance the school's worship and spiritual life?

The school environment reminds our children, staff and parents that we are a Church of England school and we provide opportunities beyond the traditional school hall Collective Worship to enhance each and every pupil's spirituality. Pupils have a better understanding of their spiritual self, increasing their confidence and open-mindedness.

As a result of daily worship, children are able to talk confidently about Christianity and the importance of our 6 Christian values.

Prayer is seen as an important personal activity. Children are able to talk to God confidently in their own way and when it is appropriate to them. Pupils often offer to say their own prayer to the class. We regularly teach children how to think of their own prayers and have been encouraged to write some of their own.

Due to the environment, visitors and governors often say that there is a calm thoughtful atmosphere around school which serves as a constant reminder that we are a Church School and allows all children to develop spiritually.

Everyone is confident to be open to new spiritual experiences. Children value prayer and stillness outside. Everyone engages with and relishes the chance to be at one with nature.

All pupils are given the opportunities to appreciate that Christian worship can take many forms e.g. music collective worship with specialist music teacher, stories from the bible linked to the vision and values, prayer in a variety of forms (singing, quiet reflection, chanting). Due to the variety and consistency of worship the children have a good understanding of the variety of festivals, meanings and lessons within Christianity. The children have a better understanding of the Bible and the larger biblical narrative that runs through it. Through daily whole school CW all children understand the importance of our 6 Christian values and how they play an important role in their lives.

Worship and prayers make reference to everyday issues for example linking Bible stories to living out our school vision and values. We support the children and adults in seeing the relevance and living out our Christian values in their daily lives. For example, we live out love and compassion through the charity work we do e.g. harvest collection for the local people. Pupils know and understand our Christian values and can talk about how they live out these values in their own lives.



At this school there is a strong connection to nature. Our classes are named after the trees in our grounds. The school in 2025 will be celebrating national tree week November 24- December 2nd 2025. We take time, to embrace and enjoy the outside area. To stop and be still, to celebrate God's natural world and the beauty around us. The connection with nature helps teach us about patience and loss. We will be taking part in a school walk, meeting with Stowey Green Spaces to help us learn about the important trees in our village, creating pieces of art based on our class names and then presenting to the village library for an exhibition, which parents are invited to. We also have the opportunity to plant some trees on the Bypass Woods. In March 2026, we hope to plant over 100 trees in the woods after making a connection with the National Heritage Trust.

We have a VERY strong link with the local church community and a regular dialogue with them about worship in school. There is an enhanced understanding of Christianity through coordination of CW themes and a better understanding of our Christian values based upon the Bible and the teachings of Jesus.

There are planned opportunities for spirituality every half term.

IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?

a) How does the theologically rooted Christian vision enable all to live well

We wanted everyone to take ownership of our Christian values and to understand why we do the things that we do. We promote that to live life to the full you have to love one another, and you have to be able to give, share and learn from others. 'love thy neighbour and you love thyself' We teach the children that charity and supporting others is not always about money, and where possible we do other things to help e.g. our magnificent collection of food for our Harvest Service each year. Children and families appreciate what they have and appreciate how important it is to love and help others. The donations to the food bank idea was very well received by all parents and the amount of products

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| <p>together in an inclusive, dignifying, and equitable culture?</p> <p>b) How do school policies and practice create a culture in which people's wellbeing is enhanced?</p> <p>c) How is enabling good mental health for all central to the school's work?</p> <p>d) As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times?</p> <p>e) How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?</p> | <p>donated was incredible. We support charities each year chosen by the children; we have supported St Giles, St Margaret's Hospice to name a few.</p> <p>Children feel empowered to act on environmental issues, bringing our school vision to life. In September 2025 some children felt their was too much litter around after an ice-cream sale and we quick to make posters to go up to remind everyone to take care of their rubbish. To enable everyone to live life to the full, and to encourage everyone to treat each other with dignity we view our children in different ways and have modified the way that we deal with individual pupils.</p> <p>Our behavior policy has grown out of our vision and is firmly held in place by our Christian values. When incidents occur we directly refer to our values and the children are given time to reflect on their actions. All adults in school model the positive behaviours and language that we want our children to use. We often praise children for being good Samaritans, and for loving their neighbour', this embeds our vision.</p> <p>Our school rules are: Be Ready, Be Respectful, Be Safe. We believe this encompasses all aspects of rules of positive behaviour and safety and is also easy for children to remember. Children who are needing additional support can use the 'Zones of Regulation' and there is a shared space in the school hall where children regularly reflect on this. We have a trained ELSA at the school to further support children in need.</p> <p>Children in the school council have a part in interviewing new teachers and a new headteacher. Their contribution is valuable and pupil voice matters.</p> <p>Classes regularly spend time discussing issues and matters that arise during PSHE lessons/activities. All children are given a voice and we positively promote it as a safe environment to share their concerns or worries.</p> <p>We actively teach children to disagree and ask questions about life. This happens in every class and gives every child the opportunity to agree, disagree or build on other children's responses about the bigger question in their life.</p> <p>There is a family atmosphere at Nether Stowey. It is a happy place to work as a child and as an adult and this is commented on regularly by visitors. Including OFSTED 2023.</p> <p>Pupils also help each other to solve disputes through being peer mediators. OFSETD 2023</p> <p>In 2024, Year 6 set up leadership roles for each child to take responsibility for each area in the school. This includes a group of children litter picking in school and outside in the village, gardeners, play time leaders, house captains, and buddies. The children decided their roles, wrote blogs, and shared in whole school worship.</p> |
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We take time to understand every child to support them to be the best that they can be. Once we have identified individual needs, we are very fast at supporting them.

The SLT actively promotes belonging, positive mental health and wellbeing amongst all members of the school community. Issues are raised quickly, and concerns are addressed ASAP.

Leaders regularly discuss staff wellbeing and are supportive in giving them time and meeting their individual needs. The head teacher is very understanding of the demands of the job and helps facilitate a calm and supportive work environment.

Staff understand that childhood is tough and appreciate the ever-increasing pressure children are under. We make sure that measures are put in place both in the long-term plans but also the short-term plans to meet the mental health needs of the children. This could be mindfulness sessions, yoga sessions, extra playtime or just time to 'be'. This echoes our understanding on the importance of allowing children to have time for spirituality. We are currently working on a 'Spirituality at Nether Stowey School' book, where photos are printed and put into the book to demonstrate the value we place on it, and to also allow children to reflect back on times when they felt connected.

We provide all children with experiential, spiritual, outdoor and healthy activities to support their mental health.


We are proactive in supporting parents. We provide individual support for personal problems. The SLT is always happy to invite a parent in and listen over a cup of tea. We provide group support for larger numbers of parents, e.g. ASC parent support group. By supporting parents, we are supporting children. We have helped numerous parents with personal issues, and this has had a positive impact on their child's education and the family's relationship with school. The school supports parents with secondary school transitions and at times have had to transport the parents who cannot drive to the secondary school. Recently the secondary school asked for the head teacher to make contact with the pupil in a meeting at the school who was experiencing difficulty and needed a friendly and familiar person to speak to. The school support families and children with medical needs attend residential to ensure that they are included in a safe way with reasonable adjustments.

The school utilises the wonderful outdoor space as often as is appropriate to help support children's mental health. There is a Forest School area used by all to allow time for children to be at one with nature, God's Garden which provides opportunity for children and develop their appreciation for God's world.

We have consistency in our staffing and in fact staff comment at turbulent personal times that the school is like their 'sanctuary'.

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| | <p>Children are more relaxed and confident to learn in school. Children are able to better articulate their feelings in school and this helps them to live life to the full and be the best that they can be.</p> <p>Deputy Head stepped up to be acting head in September 2025 as did a longstanding member of staff Jordan Meaker (18 years at the school) to be deputy head to support the wellbeing and continuity of the school to manage times of change.</p> <p>OFSTED REPORT 2023 Wellbeing Audit Wellbeing award</p> |
| <p>IQ5 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?</p> <p>a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?</p> <p>b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?</p> <p>c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people's lives?</p> <p>d) How does the trust make a positive impact on the culture of the school?</p> | <p>As a small rural school, we understand the importance of creating educational experiences that will help our children develop respect and understand the importance of diversity and difference. Throughout the school year, the children learn about significant events from a variety of cultures. Examples of this are the Chinese New Year and Diwali. Over the two year long term plan children in each class focus on a contrasting religion. Children have a very good understanding of diversity and the similarities and differences that diversity brings.</p> <p>Alongside the programme teachers draw on opportunities throughout other aspects of their curriculum and delivery of the school vision and values to explore relationships. This starts as early as reception with an 'Amazing Me' show and tell opportunity and an 'All about Me' theme. The children rarely comment on or question difference. They except difference in a positive way and focus more on similarities.</p> <p>Children are taught about safeguarding through lessons and special Collective Worships, where topics such as 'friendships' (bullying), NSPCC themes, internet safety and personal safety are discussed. Our 6 Christian values help to unpick and develop these safeguarding issues. The school has a very open door to parents and family members. This allows all members of the school community to be welcomed in to discuss any issue, including safeguarding. More recently we have begun organising a two-year rolling coverage for Personal Development. Coverage was based on the values of the school, what is important to individuals and also the context of the school.</p> <p>To develop in the image of God is to show love and compassion to everyone. This is at the centre of all that we do to support SEN across the school. We treat every child as an individual and in order to help them fulfill their potential we seek to develop systematic and personal support wherever possible. We also employ an excellent SEN coordinator who works very closely alongside all staff to improve the life chances of children that need a little extra care, time and support.</p> <p>Children talk about inequality and justice. This was picked up in our recent OFSTED 2023 inspection</p> |

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| | <p>The school is developing value champions. Children are nominated by members of staff who have shown great commitment to our current value. The parent/carers are invited into a celebration worship and presented with a special certificate.</p> <p>Buddies, playground leaders, charity work, library visits, forest school Year 6 leaders, gardeners, house captains.</p> <p>Reception litter picking in local park with Stowey Green spaces. Allows children to be active citizens and consider the world around them.</p> <p>Choir sing to raise funds for their choir t-shirts. Choir sing to the community.</p> <p>Equal access award for girls sport Gold mark award for sport</p> <p>Supporting children with SEND and medical needs to attend residential Supporting pupils to attend appointments and support children visiting transitional secondary schools</p> <p>Adopting animals Raising funds for school chosen charity.</p> <p>In October 2025 the school put on a 'Sparkle Day'. We invited the school community to support tidy up the outside area and improve the school grounds. We begin the morning with a shared breakfast and then work together to ensure the school is accessible. This lives up to our vision; we are caring, we are active, we are our best.</p> <p>We have built some good links with the local PCSO. The children have met him and he was been to visit each class. The service has offered to set up some workshops and bring their car to the school for the younger children to see and sit in. The PCSO has also offered to walk with us on trips to the church as we have to cross a main road.</p> |
| <p>IQ6 Is the religious education curriculum effective (with reference to the expectations set out in the <u>Church of England's Statement of Entitlement for Religious Education</u>)?</p> <p>a) How do school and trust leaders ensure that the provision, profile, and priority of</p> | <p>RE is treated as a core subject by all teaching staff and has the same amount of leadership time, staff meeting time and development time as other core subjects. The RE coordinator is allocated subject time as and when it is needed for effective monitoring and staff support. The RE teaching and learning in the school is good, led by the Headteacher (RE Leader) who is very enthusiastic about this area of the curriculum. RE monitoring has shown that pupils have RE lessons which are fully in keeping with the AMV Syllabus. Pupils' recording shows good insight and that they are given the opportunity to reflect upon lessons, Christianity and other world religions in order to fully understand what has been taught to them. Updating the RE policy in line with the new Agreed Syllabus requirements and 'Understanding Christianity' materials. Governors have a clear vision for the school as a church school and the importance of the Christian values which support everything within it and it is evident that these underpin the whole school context. Most</p> |

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| <p>religious education in all key stages reflect its place on the curriculum of a Church school?</p> <p>b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?</p> <p>c) How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?</p> | <p>new Governors and the Head teacher have attended Diocesan course on Church School Distinctiveness. Communications are very good and regular opportunities are afforded to learners and their parents to share their feelings and views. Comments are listened to, valued and respected. Governors both challenge and support with sensitivity and discretion. There is a real family atmosphere in the school and this is due to everyone working closely together with collective commitment to giving the very best education to all our pupils and upholding Christian values. The school is a friendly, caring, vibrant environment where pupils and adults alike strive for high standards in education. Some of the youngest children have been using floor books to demonstrate their learning and knowledge in RE lessons and are simply wonderful.</p> <p>The Ethos committee takes an active role in monitoring provision for RE teaching and has familiarised themselves with the RE AMV Syllabus. RE books are monitored.</p> <p>Christianity forms the basis of at least 2/3 of RE lessons and 4/5 collective worship. RE lessons form 5-10% of curriculum time for all learners.</p> <p>RE forms a part of topic work and feeds into cross-curricular learning in all areas.</p> <p>School is awaiting SACRE to update syllabus and world views.</p>  |
| <p>The following Inspection Question only forms part of the inspection of voluntary aided and former voluntary aided schools, and of academies that were formerly voluntary controlled schools in which the trust board has</p> | <p>N/A</p> |

decided that denominational religious education is taught.

Inspection of maintained voluntary controlled schools, and the vast majority of former voluntary controlled schools, will not address this Inspection Question.

IQ7 What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?

- a) What is the quality of teaching?
- b) How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?
- c) How does assessment inform teaching and learning?