

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

## Wormley Church of England VC Primary School

### Vision

Our vision is that, from arrival at Wormley, each child should grow in their awareness of themselves and others, moving forward in their learning journey and maximising their learning potential in school and beyond. Our intention is that they come to know that they are loved by God, and therefore, all things are possible. To this end, we provide an ambitious, broad and balanced curriculum that supports children to develop as individuals with the knowledge, skills, behaviours and attitudes necessary to navigate and flourish in our rapidly changing world where high technology must be balanced with respect for humanity and the natural world.

With God all things are possible (Matthew 19:26)

### Strengths

- The Christian vision permeates every aspect of the school's work. It is used by leaders at all levels. It enables them to be aspirational for their community and it is the corner stone which underpins their courageous decisions.
- Adults and pupils flourish at Wormley because effective support is available to all. It makes a difference to pupils and their families, often with long lasting impact which extends beyond the school day.
- Collective worship is an integral part of each school day. It is thoughtfully planned, inclusive and follows Anglican tradition, carefully encouraging individual's spiritual growth. Older pupils delight in planning and leading worship regularly.
- Adults act as courageous advocates for their pupils on a daily basis. Decisions take account of the whole pupil and their experience as well as the impact on the wider community.
- Religious education (RE) is a strength of the school. It is well planned, ensuring pupils learn about a range of world religions and worldviews. As a result, they are confident to talk about their own beliefs.

### Development Points

- Develop a shared understanding and language of spirituality. This is so that each person is better able to recognise, engage with and articulate spiritual experiences and growth.
- Expand pupils' understanding of inequality and injustice, locally and beyond. This is so that pupils can be effective agents for change in a wider arena.



## Inspection Findings

Wormley is a primary school where joy and positivity lie behind each door. Pupils enjoy their school experience because staff are committed to providing the very best opportunities according to each individual's needs. Leaders, including governors, have a 'can do' attitude, that is underpinned by the school's Christian vision. This enables them to have a positive effect on a far wider community than just the school. They are determined and work relentlessly to enable everyone to reach their full potential. Adults at all levels value the opportunities on offer. Continuous talent spotting enables leaders to develop individual's expertise for the benefit of themselves and others. This allows the school to take on additional responsibilities and create effective, wide-ranging partnerships. The school's Christian vision firmly underpins the life of the school and permeates all aspects of its work. The supporting scripture is widely known and used by pupils and staff to acknowledge their achievements. Pupils identify moments when they have achieved more than they thought possible, academically and in their additional activities. As a result, pupils flourish in their learning journey and maximise their learning potential. Leaders are rigorous in evaluating the school in the light of the vision. When faced with difficult choices, they ensure their decisions are shaped and guided by their vision. Consequently, courageous decisions have positive outcomes for all.

The school's curriculum is carefully constructed to ensure pupils build upon their experience and knowledge as they move through the school. The Christian vision underpins it, ensuring all adults are aspirational for their pupils. Leaders at all levels monitor and evaluate pupil outcomes which enables them to make adjustments when necessary. The school is highly inclusive, ensuring each pupil receives what they need to move forward in their personal learning journeys. As a result, the school supports a greater than average number of pupils with special educational needs and/or disabilities (SEND). Leaders are creative and courageous in their planning for these pupils. They ensure those with SEND have their personal needs met whilst continuing to be fully immersed in school life. Throughout the school, pupils are given opportunities for reflection for example, through workshops and trips. Pupils' 'wow' and 'ow' moments are carefully recorded, demonstrating their spiritual growth across all aspects of their learning. Even the very youngest pupils are confident to ask questions and share their responses with their friends. Opportunities for spiritual development are woven into the curriculum. Pupils understand and respect the need for moments of stillness and quiet during their busy school day. However, pupils do not always have the vocabulary and understanding to fully capture and express their spiritual growth.

Pupils understand they are all unique and have individual needs. They are able to recognise, respect and support each other's differences. Effective strategies enable pupils to learn to disagree peaceably. Pupils know that disagreements are a normal part of growing up and are confident in their teachers to help when necessary. These strategies enable them to regulate their emotions and maintain positive relationships. As a result, pupils' behaviour is extremely positive. Parents and pupils appreciate the wide range of activities, wrap around care and support available. School staff can be relied upon for support in times of difficulty. Specific training has been prioritised, enabling staff to identify emerging needs and provide bespoke support when necessary. Consequently, wellbeing, including good mental health for all, is effectively prioritised.

A strong sense of fairness permeates all aspects of the school's work. Leaders work hard to increase pupils' understanding of cultural diversity. This enables pupils and parents to share and celebrate their cultural heritage. Pupils talk respectfully about what they have learned. Consequently, relationships at all levels are extremely positive and enable families to flourish. Pupils have a strong sense of right and wrong. They know that sometimes they will make poor choices but these can be put right. They talk confidently about their rights but also their responsibilities towards each other and beyond. By drawing on the vision, pupils actively support a number of charities each year. They do this by fundraising and also collecting much needed items, including to send overseas in response to international appeals. They believe it is possible for them to make a difference, no



matter how small. Although there are some opportunities for practical action rather than fundraising, these are currently underdeveloped.

Collective worship is an integral part of each school day. Local clergy actively support leaders to plan and lead innovative and engaging sessions. Established routines are well thought out, enabling pupils to experience a variety of Anglican traditions. Worship is based on a set of Christian values, carefully chosen to give pupils guidance for their futures. Pupils enjoy exploring these themes and talk about how they use the values at home and at school. Older pupils regularly plan and lead worship and are confident to do so. Pupils know a range of stories from the Bible and can talk about their relevance. Prayer forms a natural part of each worship experience. Prayers are written and shared confidently as well as reciting the Lord's Prayer together. Pupils sing joyfully and know a range of worship songs. Younger pupils and those with SEND are supported to join in with Makaton signs, enhancing spiritual growth and ensuring worship is fully inclusive. The school regularly hosts Messy Church. This enables even more members of the community to engage in worship. On occasion, this has led to adults seeking further opportunities to explore their faith. Governors regularly attend and evaluate worship. As a result, worship is continually evolving to enhance pupils' experience of spirituality.

RE is well planned and supported by experienced leaders. The subject is well resourced and training for staff is prioritised. The curriculum provides opportunities for pupils to learn about a range of world faiths and beliefs. When required, tasks are adapted and additional adults deployed, which ensures pupils can fully demonstrate their understanding. A wide range of activities are offered enabling pupils to recall a great deal of knowledge. Pupils talk about how their lessons make them think for themselves. As a result, they confidently make comparisons and identify similarities and differences between religions. Older pupils are able to articulate what they believe themselves and also what further questions they have. Consequently, pupils understand and respect each other's points of view. Pupils are confident this knowledge will help them in the future.

## Information

Address	Cozens Lane, East Broxbourne, EN10 6QA		
Date	20.09.24	URN	117400
Type of school	Voluntary Controlled	No. of pupils	457
Diocese	St Albans		
Headteacher	Tracy Gaiteri		
Chair of Governors	Karen Trew		
Inspector	Victoria Burgess		