

**The Diocese of St Albans
BOARD OF EDUCATION**

SIAMS Health Check

Information about the school	
Name of School:	Wrestlingworth Church of England Voluntary Controlled Lower School
Phase:	EYFS – Yr 4
Address:	Church Lane Wrestlingworth Sandy Bedfordshire SG19 2EU
Local Authority:	Central Bedfordshire
Unique Reference Number:	109609
Number on Role:	61
Headteacher	Mrs Nancy Sheehan
Incumbent:	Revd Canon Lindsay Dew
Parish:	Wrestlingworth (part of the DEW benefice)
Date and grade for the last SIAS/SIAMS inspection	23 April 2013, Outstanding
Date of this Health Check:	15 March 2017
Inspector:	Mrs Juliet Lyal

The School SEF – Date: 2016/17					
How well does the school through its distinctive character meet the needs of all learners?					
Grade from previous inspection:	Outstanding (1)				
Areas for development from SIAS 2013	Continue the current focus on making Christian values even more explicit, relating these to Christian teaching at every opportunity				
	1	2	3	4	Comments from discussions
Pupil achievement	x				EYFS – the GLD was below national average and LA in 2015/16 due to cohort; one pupil had behaviour issues, another has an ehcp. Writing score up by 33% in 2015/16; Phonics - 70% of the 10 Yr 1 pupils met the required standards in 2015 which was below the national and LA figure; the 2016 figure was..... Pupils who were re-screened in Yr 2 achieved the required standard.

				KS1 – in line with LA expected standard; targets reflect this and are above national and LA expectations Yr 4 – inline and well above expectations
Pupil progress	x			Pupils making expected progress; challenging targets this year; monitoring carefully, tracking progress, half termly core subject reviews – some Governors attend, all governors are informed ; intervention for underachieving pupils; all pupils currently on track to meet the targets. Majority of pupil premium pupils are closing the gap; pupil premium pupils (classroom monitor) emerging and emerging plus, expected and expected plus. All data reported meticulously to Governing body.
Attendance	x			Has been given higher priority, with an improved target of 96.5% which is being met - at the moment; Summer 2016,the school rewrote the school attendance policy, with support from the school attendance officer . Positive impact, upward trend. Governors were involved in the policy writing and subsequent discussions – HT report to gov always includes attendance figures.
Christian values	x	x		The school Christian values reflect the church yr and the school Christian ethos. Values are reflected by staff attitude and approach, in the behaviour policy, curriculum, collective worship. Visitors notice the impact of the values; 'live it and do it'; above and beyond the everyday school ethos; Action: home/school relationship about the school's Christian values; finding the best way to develop this link; explicit link of school values with 'Open the book'; needs to be more explicit in teaching and learning
Pupils' personal development and well being	x			Strong intervention in place for some pupils, specific TA – anger management programme, feelings and emotions; SENCO receiving training on pupil mental health; strong praise system; praise post-its (star for academic, heart for social/emotional); classes have own wellbeing systems - this term going to collaborate. Sanctions in place which pupils understand – makes them stop and think; restorative justice style, HT developing this for next INSET day PHSE/SEAL/Circle time – in classes;

				current focus on recent inset day. Parent survey – well-being doesn't come up as being an issue for them; very open so issues get nipped in the bud.
The extent and effectiveness of pupil voice	x			School Council : Yr 1 – 4, EYFS are consulted; changes each year, election, pupils ask others for opinion; fund raising opportunities for the school. Also national and international charities, chosen by children. School Council events on Hall board. Pupil voice incorporated in learning walk; informal conversations; each governor is linked to a class and visit. Governors did a pupil questionnaire (2016) and were involved with the pupils Action: develop more opportunities for pupil voice
Pupils' spiritual development	x			Opportunities through modelling of the values; RE, Values; reflection in collective worship. School has plans in place to develop spiritual spaces in classrooms and outdoors
Pupils moral development	x			Everyone is treated fairly, responsible for own actions. Outstanding behaviour; links to values education and positive behaviour policy based on restorative approaches. currently teachers have own strategies (see above); School Council developing ways in which pupils look after the school environment
Pupils' behaviour and discipline	x			Very good; strategies in place for behaviour – see above
The quality of relationships	x			Very good. Pupils of all ages play together – look out for each other; friendship bench – which helps pupils mix happily with each other and with adults
Pupils social development	x			School Council is developing ways in which pupils look after the school environment; collective responsibility; playground activities - all pupils can access all playground areas: area for reading, climbing wall, den-making; enrichment activities, after school clubs – everyone has access to the clubs.
Pupils' cultural development		x		The school recognises that more work is still to be done on developing pupil understanding of the wider world. Currently on SDP as looking at 'diversity and resources' ; pupils learn about a range of festivals; arts week;

					Action: developing Christianity as a multi-cultural global faith
Whole school understanding of diverse communities		x			see above
Community links	x				Strong links with the church, parish council, 'goodwill fund', PCC, PTA, village link; pupils have sung at an old people's lunch; good relationships with the neighbours
Links with other countries		x			Tenuous – mostly through the 'Porridge Project' and Bishop's Appeal. No direct links as yet. Action: investigate stronger links with other countries.
Charitable giving	x	x			Charities decided through School Council; visitors invited to talk about their charity eg GOSH; Harvest, Red Nose; Christmas appeals, Action: to develop a yearly overview of charitable giving to ensure local/national/international balance of giving
The contribution of RE to the school's distinctive Christian character	x				Follow the Beds Agreed Syllabus; school took part in the Understanding Christianity pilot – staff attended inset training and now teaching some of the units. Good use of church for RE learning – like another classroom - Easter experience very successful. RE seen as a core subject, children are excited and challenged. Variety of ways to record teaching and learning. RE provides opportunities for SMSC development; contributes effectively to the school's Christian character. 2/3 RE teaching is Christianity; Action: Pupil voice of RE and link with Christian values

The Impact of Collective Worship on the School Community					
Grade from previous inspection:			Outstanding (1)		
Areas for development from SIAS, 2013			Provide opportunities for pupils to plan and lead acts of worship.		
Meets statutory requirements	Yes		No		
	1	2	3	4	Comments from discussions
The planning of worship	x	x			Planning is driven by the monthly Christian values (Roots and Fruits) and the church year. The overview is the responsibility of CW leader and delivered by the different staff each day: Mon, Tue Values led; Wed – hymn

				<p>practice; Thur – Rev Lindsay, linked to theme in church on previous Sunday, following the lectionary, church year. Whole school goes to church in Spring and Summer, parents and ch community invited ; Fri – achievement assembly ‘in the eyes of God’ , includes CW, (candle, Lord’s prayer, hymn, led by pupil with HT); TSP (thank you, sorry, please) Pupil planning now and action on SDP – but still needs developing</p> <p>Action: To develop a set form of liturgy to use in school and church; write a school prayer to reflect school Christian values and shared with all stakeholders</p>
The range and style of worship	x			<p>CW is in school and church; Anglican greetings are used, ~The Lord’s Prayer is said on Friday. Worship links to School Christian values; range of worship: Open the Book, achievement, singing, church. Different people leading, pupil participation, hymns with actions</p> <p>Action: to ensure this remains after current Music/CW teacher leaves at Easter</p>
The range of groupings for worship	x	x		<p>Always meet as a whole school with all pupils; no children miss it for small group work or intervention</p> <p>Some teachers or TA’s attend worship, but not all and not every day. Parents are invited for achievement assembly, which includes CW and for the church services.</p>
The quality of the worship	x	x		<p>Structure, time for reflection; pleased with Roots and Fruits; governors attend to monitor/observe informally</p> <p>Action: formalise governor moderation</p>
Pupils’ attitudes and behaviour	x			<p>Very well behaved, expectations the same as in any other area of school; pupils are engaged and listen well.</p>
Participation of pupils in the planning and delivery of worship		x		<p>On current SDP - Summer 2017 – class to plan and lead worship; master plan is that each class will have the opportunity once a year;</p> <p>Action: develop a CW team of pupils to plan, deliver and evaluate worship on a regular basis; pupils to work with Rev Lindsay and HT to write own form of liturgy for CW and church services</p>
Participation of pupils in worship	x			<p>Pupils are invited to take part and are keen to do so – blowing out the candle, leading prayers, reading a Bible</p>

				passage, ask and answer questions, reflection time, spontaneous prayer, lead singing with actions, Open the Book. Pupils lead the Lord's Prayer on Fridays. All pupils say whole school Grace before lunch – led by a child who selects a grace to say.
The impact of worship on the pupils		x		Pupils are knowledgeable and able to make links to Bible stories– Action: link to priorities in SDP (Christian character) for gathering evidence on the impact of worship on the pupils
The impact of worship on the staff and community		x		All teachers deliver CW; some teachers/TA's attend daily CW; everyone attends church services; Action: to develop a structure of staff attendance for school CW Parents are invited to achievement assembly which includes CW; and all of the church services; members of the community invited to church services – all welcome;
Links to Christian values	x			Strong link because the collective worship is structured around Christian Values (Roots and Fruits)
Opportunities for pupils' spiritual development	x			Each CW has reflection time and prayer, and opportunities to deepen understanding of Bible stories. The candle lighting, hymns; live music and art all contribute to pupils' spiritual development.
Opportunities for pupils' moral and social development	x			The school's Christian Values play a significant part in opening up opportunities for the pupils: worshipping as a large group, going to the church; worshipping with people from different Christian denominations or faiths.
Opportunities for pupils' cultural development		x		The school wants to develop opportunities for increased cultural development through welcoming Christian as well as non-Christian visitors from different cultures; denominational Christians. The church 'Porridge Project' and its Uganda link have forged a partnership with the school. Harvest appeals – local and diocesan support cultural development too. Action: To develop real life opportunities for the pupils, through school & community families; visitors from other cultural links with other schools

An understanding of Anglican faith and practice	x				Very good understanding of a variety of different prayers, hymns, church year seasons and colours. Pupils know that they belong to a Church school; Action: To develop a school liturgy for CW
An understanding of the theological basis of worship	x				Support from incumbent, through church services and worship in school ensures pupils' good understanding of theology, which has increased a lot. Eg Trinity, Bible OT/NT
Pupils understanding of the Trinity	x				Good understanding which pupils can articulate in an age appropriate way.
The centrality of prayer and reflection in the life of the school	x	x			Prayers are part of each daily act of worship, grace is said before lunch; governors start every meeting with a prayer; pupils write own prayers; Action: to write a school prayer and develop current plans for classroom reflection areas and outdoor reflection area with spiritual space. Develop opportunities for pupils' personal reflection during the day
The leadership and management of worship	x				Joint responsibility: Deputies lead and manage CW; Action: To formalise monitoring and evaluation; pupil voice to be developed; pupil leadership to develop through the CW pupil team
Links with the parish church	x				Very good relationship with the parish church and incumbent; the church community is also involved in worship; Chair gives PCC updates on the school at every meeting.
The role of the incumbent or parish clergy	x				Extremely supportive, very involved, also Foundation Governor
Eucharistic worship					no

The Effectiveness of Religious Education			
The grade from the previous inspection:		N/A because this is a VC school	
Areas for development:		Comments from discussions:	
Meets Statutory Requirements	Yes	No	Comments from Discussions
Does the subject leader have an RE qualification?	Yes	No	Yes, first degree in Religious Studies
The numbers and range of staff teaching RE	All class teachers		
The faiths studied	Faiths as prescribed in the Bedfordshire Agreed Syllabus for RE		

The quality of the curriculum	Bedfordshire Agreed Syllabus supported by Diocesan guidelines				
	1	2	3	4	Comments from discussions
Standards of achievement in RE					
Barriers to raising standards					
Pupils' progress in RE					
Pupils' attitudes and behaviour in RE					
The quality of teaching in RE					
The extent to which RE meets the requirements of the Agreed Syllabus or Diocesan guidance					
Examination provision (secondary)					
The effectiveness of the leadership and management					
The quality of the monitoring and evaluation in RE					
The extent to which RE contributes to the distinctive nature of the school					
The contribution to pupils spiritual, moral, social and cultural development					
Diocesan support for RE					
Clergy support for RE					
Funding for RE					
The quality of the resources					
Visits to places of worship					
Visitors that support RE					
CPD in RE					
The Effectiveness of the Leadership and Management					
The grade from the previous inspection:				Outstanding (1)	
Areas for development from SIAS 2013				<i>Ensure that areas for development as a church school are clearly identified alongside other strategic plans in the school development plan.</i>	
	1	2	3	4	Comments from discussions
The extent to which issues from the previous SIAS/SIAMS report have been addressed	x				L & M have addressed the previous SIAS (2013) and priority actions are in the SDP; member of staff responsible for each area of development on the SIAS'13 report, also on the SDP and

				agenda when meeting with link Governors
How well the school's Christian vision is articulated by all		x		The school vision was rewritten and finalised Jan 17; whole school adult community involved ; open morning took place when parents, governors and staff contributed. Vision is on website Action: embed the vision with pupils and make links to Christian values and Biblical teaching
The extent to which leaders help all members of the school community to understand the school's Christian vision		x		see above
The impact of this vision on achievement	x			The vision reflects the whole child and their life which impacts on their achievement; parent responses have evidence of this
How well leaders help overcome educational and social disadvantage	x			Through pupil premium (PP), the school is on track to close the gap. PP is used sensitively – the school knows the families v well, parents very open about their situation; governors are well informed and will challenge school about use of PP and sports premium
How well leaders promote the well-being of all pupils	x			see above Governors are well informed, school reports back on training of staff related to this; SENDCO feedback to HT and SEND Governor
The impact of monitoring and evaluation on the school's distinctive Christian character		x		The monitoring and evaluation of the 'Christian distinctiveness and effectiveness' on current SDP as a priority; impact of the monitoring and evaluation is yet to be seen Action: to ensure that all leaders and managers are aware of the impact of monitoring and evaluation on the school's distinctive Christian character
The effectiveness of the SIAMS SEF in bringing about improvement	x			The HT and staff are using this very effectively and it is bringing about improvement - plan to update at least annually along with school SEF; good Diocesan support; finding SEF format very useful
The effectiveness of the governing body in holding the school to account	x			HT produces a half termly report to governors which includes updates on the SDP priorities - warts and all! All challenges/comments are minuted Action: see above for monitoring and evaluation of CW

The extent to which the governing body have a knowledge and understanding of the SIAMS SEF		x			The chair and HT feel this is 'patchy at the moment' – going to put SEF onto learning platform (which governors can access); governors have constructed a SIAMS statement to go onto website; SDP priorities from the previous SIAS inspection Action: To put SIAMS as a fixed part of the Agenda and ensure that all governors understand the SIAMS SEF.
The effectiveness of the school improvement plan in relation to the school's distinctive Christian character	x				Very effective. The priorities are clear and action is taken.
The effectiveness of professional development in enhancing the school's distinctive Christian character	x				HT links teachers' professional development to taking charge of areas of the SDP. RE subject leader attends a professional study group; other subject leaders access Diocesan training Action: to articulate how effective PD is and how it enhances the school's Christian character.
The extent to which staff are prepared for future leadership of church schools	x				Deputies attend Diocese Dep Heads days; HT received training for new heads from Diocese, support from Dio adviser – part of the service level agreement - has been particularly helpful in the last 18 months.
The extent to which the National Society statement of entitlement for Religious Education is understood and acted upon		x			Developing! Teachers are aware of it but not yet embedded! Action: to share with leaders and managers and staff - during Governor meeting and staff meetings
The extent to which Religious Education and Collective worship are given a high profile in the school	x				RE – treated as a core subject; half termly progress meetings, dedicated p/t subject leader, degree in RE; RE link governor kept informed; RE on SDP as part of the development following last SIAS CW – everyone involved, CW is a priority on SDP; governors are kept well informed ; CW link governor is involved. Action: include RE on SDP alongside other curriculum subjects (as well as being a SIAS development action)
The effectiveness of parental links		x			There is a very good relationship with parents; day to day, open door; parent governors; some parent helpers; parents attend open mornings; seasonal celebrations; parents invited to CW and church services; Action: to develop plans for a Parent

					Council in order to engage parents more in formal voice (Diocesan model) and to link with pupils' School Council
The effectiveness of links with other stakeholders	x				Currently effective links with Governors, local church and parish council; Governing body and pupils are strong element. Action : more parent links to be developed (see above)
The effectiveness of parish links	x				This is very strong; Chair of governors reports to PCC; strong link with incumbent; church community, although small. HT writes in each issue of the village link magazine; Goodwill Fund in the village links with school and offers some financial support
The effectiveness of diocesan links	x				This is very effective; HT and staff attend Diocesan training as well as meetings about MATS, two-tier school system; This school is in a hard federation with Dunton CE (VC) and the two schools are doing more together; HT values links with other Bedfordshire church school heads
Any additional individual school attributes that enhance the school's distinctive Christian character	x				Outside areas – the school has a strong connection with the natural world - field by the church, for PE and wild area, school vegetable and flower garden, RHS award, 'pond in pot'. Forest schools – (EYFS teacher) - being re-instated. All of which contribute to the DCC/SMSC and will be developed further.