

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Lawrence Church of England VA Primary School, Wymington	
Address	Manor Lane, Wymington, Rushden, NN10 9LL
School vision	
<p>We care passionately about our school community being able to let their light shine whilst feeling respected and valued and knowing that their contribution will be recognised. This involves a knowledge rich curriculum in which pupils flourish spiritually, creatively and academically.</p> <p style="text-align: center;">'Let Your Light Shine' Matthew 5:16</p>	
School strengths	
<ul style="list-style-type: none"> • Leaders are highly ambitious and driven by the Christian vision. It is exceptionally well understood by all and contributes significantly to school improvement. • Worship enhances the lives of pupils and staff. Opportunities for spiritual flourishing are rich and meaningful. • Curriculum adaptations, in conjunction with very good knowledge of families, allows teachers to meet the needs of all pupils. Staff advocate for them and they achieve well, flourishing academically as a result. • Staff and pupils are well supported at St Lawrence. Wellbeing is at the heart of life here, allowing everyone's light to shine. 	
Areas for development	
<ul style="list-style-type: none"> • Ensure the governing body rigorously evaluates the impact of the school's work explicitly against the vision. This is so they, and senior leaders, have clarity around how the vision enables pupils and staff to flourish. • Develop staff understanding of spirituality, thus enabling pupils to both flourish and articulate their spiritual growth across the curriculum. • Facilitate opportunities for pupils to develop their voice and be proactive agents for change. 	
Inspection findings	
<p>St Lawrence's Christian vision, rooted in the gospel of Matthew, infuses every aspect of school life. Both leaders and governors draw upon its sense of ambition and direction to guide them in their decision making. For example, the governing body have made bold decisions to federate the school and to ensure the federation is sensitive to the school's Christian foundation. The vision is known well by parents, staff and pupils. Parents speak highly of the associated values and how they complement their own views at home. Consequently, pupils display the school's values in all they do at St Lawrence. The renewed behaviour policy embodies the vision. Consequently, behaviour is exemplary. Children know that staff have ambition for them and that their 'lights shine'. The governing body has a good understanding of the school. They know its strengths and have an awareness of areas for development. They are highly supportive of the work of all staff and are</p>	

incredibly proud of the difference the school makes. Through their visits with leaders and from the comprehensive headteacher's reports, governors are able to monitor the progress of the school. However, the governing body does not routinely challenge the school in relation to the impact the vision is making.

The curriculum is highly engaging and the environment is calm and well ordered. Consequently, pupils learn well. Teachers ensure that lessons are inclusive of all. They employ a range of strategies to provide pupils with the support they need to access the curriculum. Those who are vulnerable are particularly well included. Pupils are appreciative of the support they are given. Pupils share, 'all children can do well here no matter how good you are at something, they will help you'. Leaders have fostered a strong sense of ambition within the curriculum, for example, with the advent of the '50 book reading challenge'. Pupils are motivated to learn, particularly as their individual needs and interests are embraced. The after school maths club is particularly helpful in supporting them to pursue their love of maths. A wide range of after-school clubs enable pupils to flourish both academically and creatively. Clubs, such as music and the arts, are particular favourites and enable pupils' talents to be nurtured. The curriculum is further enriched with 'let your light shine' day. The school, and local community, celebrates the ways in which everyone can let their light shine. An art installation made from decorated pebbles, both celebrates and recognises the achievements of individuals. Pupils recognise the four core Christian values of respect, hope, perseverance and courage in all they do. Through 'Project Touchline', a sports provider, pupils develop their own sense of perseverance and hope in relation to their ambitions. Pupil engagement explicitly reinforces both the core values and the vision of St Lawrence. Staff take the time to get to know pupils individually, particularly through the extra-curricular enrichment opportunities offered. They know that staff listen to them and respect their voice. Consequently, pupils trust them and relationships flourish.

Leaders put the needs of all others before themselves. Staff are hugely appreciative of the care they are shown and the unwavering support they are given. They admire the strength and resilience of leaders, even in the most challenging of times. Through the Christian vision, leaders forge a strong sense of togetherness. Parents echo the opinion of staff and are exceptionally grateful of the work of leaders. They recognise how well staff know them and their children. School staff support families very well. They are approachable and understanding and signpost families to further help beyond the school. Thus, families flourish as a result. Parents are proud their children attend St Lawrence owing to the opportunities provided, enabling their lights to shine.

St. Lawrence is the bedrock of the ever-changing community. Many families move in and out of Wymington village. St Lawrence remains firmly at the heart of the community as a guiding light for many. Families from beyond the village are drawn to its unique identity. This is reinforced by the Christian vision and excellent partnership working. For example, the school directs parents to speech and language services or other sources of support. The school is truly successful in forging a sense of belonging stemming from its warmth of welcome. The partnership with the church is exceptionally strong. The children regularly visit the Church to worship and teachers celebrate its close proximity by teaching their RE lessons there. This enriches pupil's learning about Christianity. The impact of which is hugely positive. The support of the diocese has been valuable and the school engages with its offer. For example, the rejuvenation of the RE curriculum, stemming from diocesan partnership working.

Leaders have an understanding of spiritual development and incorporate this into their collective worship. This practice acts as a good model of worship to other staff. Daily worship provides pupils and staff the opportunity to develop their own spirituality. For example, time is provided for contemplation during times of worship. The music used to enter worship is carefully chosen and enhances this special moment of coming together. Everyone shares in well-known prayers to signify

the opening and closing of worship. As a result, the spiritual growth of all is enhanced. Leaders have developed the school's offering through worship. However, not all staff have a shared understanding of spirituality. This limits pupils' spiritual flourishing across the wider curriculum. They are unable to talk about their spiritual growth with confidence. Class spiritual spaces are provided and are in the early stages of development. The weekly prayer club is well-attended. Pupils choose to attend at lunch time to discuss events in their lives. They appreciate this time and the support it offers them. The club offers pupils the time to contemplate and engage in prayer, if they wish.

Inspired by the vision, pupils fundraise willingly and with enthusiasm. The school council and house captains play a pivotal role in selecting charities and devising events. Whilst pupils realise that fundraising can be worthwhile, they do not know how the donations help those in need. In geography lessons, pupils learn about pollution. They have a growing understanding of the impact of people on God's creation. This results in them knowing that they should do more to look after it. They also know ways in which people can be persecuted, such as through war. However, pupils do not have the opportunity to be proactive agents for change on a more global scale.

The provision of RE meets the expectations of a Church school. The headteacher and RE lead have made bold decisions to revise the curriculum. The recently introduced program for world faiths and worldviews is having the desired impact on pupils' learning. Through thorough use of assessment, teachers plan lessons that are engaging and help pupils to build upon previously taught content. Learning is well-sequenced resulting in pupils' knowledge being sound. They have a good understanding of Christianity and can draw similarities between it and other faiths. Pupils enjoy RE learning and they are proud to share work in their books. The expectations of leaders and teachers is having most impact in years one and two. Staff have participated in training and are starting to employ new strategies for creative teaching activities. The RE curriculum is further enriched through visits to a range of places of worship in Bedford. For example, pupils visit a mosque and a gurdwara. They hear faith leaders speak to them to learn more about each religion. This results in memorable and meaningful experiences for pupils.

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

Information			
Inspection date	30 April 2024	URN	109628
VC/VA/Academy	Voluntary aided	Pupils on roll	150
Diocese	St Albans		
MAT/Federation	The Chellington Church of England Federation		
Headteacher	Sarah Bush		
Chair	Pauline Cameron		
Inspector	Ben Hodson	No.	2231