

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

William Law Church of England Primary School

Address	Twelvetree Avenue, Werrington, Peterborough PE4 5DT		
Date of inspection	05/03/2019	Status of school	Academy
Diocese	Peterborough	URN	140917

Overall Judgement	Grade	Excellent
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgements		
The impact of collective worship	Grade	Excellent
The effectiveness of religious education (RE)	Grade	Excellent

School context

William Law is a primary school with 629 pupils on roll. The majority of pupils are of White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. It is a stand-alone academy and the new inclusion manager took up her post in January 2019.

The school's Christian vision

Jesus taught us to be like him as he is the way, the truth and the life (John 14:6). At William Law we commit to "learning, living and loving together".

Key findings

- The school's Christian vision drives the exceptionally innovative and creative work of the school prospering the lives of the whole school community. Where academic outcomes for pupils dip, appropriate action is taken to address the issues.
- School leaders and governors clearly articulate how the school's Christian vision informs their strategic and operational decisions. At the forefront is a deep desire to transform lives through supporting inclusion and diversity.
- Relationships across the school are built on 'learning, living and loving together' with many expressions of practical support and compassionate care.
- Collective worship energises the school day, placing God at the centre and contributing significantly to the spiritual development of the school community.
- High quality religious education (RE) inspires pupils to critically explore religion and worldviews in the context of the modern world.

Areas for development

- Extend the school's understanding of gender literacy and stereotypes across all aspects of the curriculum to further promote flourishing of pupils and adults.
- Identify ways in which the school, in collaboration with Emmanuel Church, can engage in social action projects to address disadvantage in the local community, enhancing pupils' development as advocates for change.

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

The school's distinctive Christian vision permeates every aspect of school life, opening up horizons of hope and aspiration, guiding pupils into ways of fulfilling their God-given potential. The Christian headteacher provides inspirational leadership, supported by a highly skilled senior leadership team. Together they promote the vision of the school through their active and innovative support for inclusion and diversity. Similarly, governors are unanimous in valuing each child as a child of God, giving practical examples of how the vision informs their strategic decision-making. This includes funding the role of an inclusion manager and two learning mentors to support vulnerable pupils and work with parents. As a result, barriers to inclusion are significantly reduced.

Extensive and innovative provision for the inclusion and support of disadvantaged pupils, informed by the school's vision, enables them to flourish. National data shows an improving trend in attainment and progress over the last three years for these pupils. In 2018, at the end of Key Stage 2, their progress in reading, writing and maths was above that of other pupils. Following a dip in attainment and progress in writing and maths for all Year 6 pupils in 2018, the school is ensuring current pupils achieve higher standards.

Spiritual development occurs within learning that is innovative, challenging and fun. Through the creative curriculum, pupils have many experiences to explore big questions and consider life as a spiritual journey. Their learning journals are an outlet for pupils' perceptive reflections. A Year 6 pupil wrote how learning about God in Reception helped them to believe that Jesus is Lord of everything. The garden of reflection, situated in a multisensory courtyard, is a special place where pupils can 'just be'. One pupil described it as a 'piece of heaven.'

The vision of 'learning, living and loving together' is experienced in the quality of relationships where reconciliation and forgiveness are a natural part of school life. Pupils are encouraged to be aspirational and believe in themselves through a range of provision. This includes an 'Aspiration Day' when local employers engage the Year 6 pupils in workshop presentations. Evidence of courageous advocacy involves pupils in social action projects to address issues that they have identified as being unfair or unjust. For example, a Year 5 pupil wrote to the Prime Minister expressing concern about the levels of homelessness in Peterborough and the world as a whole.

Prayer places God at the centre of this school community and is a tangible expression of hope. It is the strong thread that binds the life of this school community together. Prayers for the life of the school are included in the meetings of the adult prayer group made up of governors, staff and parents. Staff also identify requests for intercession on the monthly prayer page. A well-attended weekly prayer group for pupils, led by a teaching assistant, deepens pupils' experience of the value and place of prayer in their lives. In addition, pupils make prayer cards which are available in a prayer box for any pupil to take home as a source of comfort and hope during difficult times. Prayer naturally permeates the school day through times of collective worship, lunchtime prayers, and space for reflection in classrooms.

Staff readily relate their day-to-day experiences of working in school to the vision, stressing the importance of teamwork and togetherness. All staff give practical examples of the care and support they receive during times of personal crisis. One describing the school as a 'place of solace, where I know I am loved.' The vision directly informs the leadership's decision to financially invest in staff's physical, emotional and psychological wellbeing through an accessible programme of confidential support.

With input from Peterborough Diocese, staff and governors have implemented aspects of the guidance in Valuing All God's Children. This has deepened the school's understanding of gender literacy and stereotypes. As a consequence, staff and pupils are comfortable as the person God made them to be. In the light of the vision, the school is aware of the need to apply the guidance in an all-encompassing manner across the curriculum.

Collective worship is a joyful and engaging experience that inspires a meaningful spiritual encounter with God. Biblical teaching is communicated in a way that is relevant to contemporary life in the modern world. One pupil related the biblical story of Joseph to their own life saying, 'It teaches me that God will never fail me or forget about me.' Pupils are invited to encounter God through live music, singing, silence, prayer and reflection, which mark the specialness of this time together. In addition, pupils confidently offer spontaneous prayers in response

to worship. Many pupils articulate a deep awareness of the place of faith in their own lives and happily share their testimony with others. Pupils display a mature understanding of the trinitarian nature of God, explaining that Jesus is God's Son and he is also God. Collective worship is carefully planned and monitored, with pupils fully involved. This results in a profoundly spiritual experience that is inclusive of all. The school hall is also Emmanuel Church, which physically and spiritually unites church and school through the sacredness of the space. The close relationship between the school and Werrington parish church supports mutual flourishing. A forward thinking decision by the parish church council has enabled a regular school Eucharist to take place. Pupils are taught about the significance of the Eucharist and receive communion prior to confirmation with parental permission. The RE, Worship and Church Committee effectively monitors the impact of the vision on all areas of school life, ensuring the on-going development of the school as a church school.

RE reflects the vision of the school through high quality teaching of Christianity and world religions, which encourages inclusiveness and respect for diversity. This is supported by visits to religious places of worship providing valuable first-hand experiences of the major world religions represented in the local and wider community. All pupils speak of their enjoyment of RE and the way it challenges their thinking about the importance of faith in everyday life. Many recognise the need to develop their understanding and respect for other people's beliefs in contemporary society.



The effectiveness of RE is excellent

The specialist RE leader delivers innovative and creative learning across this large school, supported by a teacher who teaches Year 1. Their expertise promotes deep learning experiences for pupils through high quality provision and consistency of approach. Teaching is consistently good with many examples of exemplary practice. Inquiry-led learning supports pupils in deepening their knowledge and understanding of religion and faith. For example, Year 6 pupils were involved in a courtroom scene to explore who was responsible for Jesus' death. Through high quality teaching and structured support all pupils, including those with learning difficulties, are enabled to flourish.

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