

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Swinderby All Saints Church of England VC Primary School	
Address	High Street, Swinderby, Lincoln, LN6 9LU
School vision	
As a church school, we work to ensure each child can flourish to achieve their God given potential. We do this by building a safe and inclusive community that fosters teamwork and promotes excellence in learning. We encourage all to follow their dreams, value their self-worth and contribute to their community and the wider world. We work for this vision by living out our values of:- • Truthfulness • Compassion • Forgiveness • Respect Jesus said ' I have come that they may have life and have it to the full'- John 10:10	
School strengths	
• The theologically rooted vision is enabling all to flourish. This is because leaders have set this Christian vision at the heart of all decision making. • The four key Christian values that successfully underpin all aspects of the school's work are drawn from the Christian vision. They effectively support the curriculum, collective worship and pupils' personal development. These are driving the vision and ensure there is a shared language for the whole community. • The Christian vision shapes the curriculum in response to the school's context. Consequently, the needs of special educational needs and/ or disabilities (SEND) pupils and the most vulnerable are met within a culture of kindness and high aspiration for all. • Leaders prioritise the wellbeing and mental health of all. This results in a community where pupils and adults know they are valued. • Collective Worship is invitational, inclusive and inspiring. The model of worship promotes and nurtures the spiritual development of pupils and adults through opportunities for reflection, prayer and song.	
Areas for development	
• Develop monitoring and evaluation of the religious education (RE) curriculum to incorporate pupil voice. To strengthen practice and support the school in fully evaluating the effectiveness and impact of the RE curriculum on all learners. • Explore and form a shared understanding of spirituality across the school community. This is so the curriculum can be further developed through planned and subject specific opportunities for spiritual development. • Further develop the curriculum to build upon pupils' understanding of justice. Enabling and empowering them to develop as agents of change, and make a positive impact beyond their own community.	

Inspection findings

This is an outward looking and deeply compassionate school. Relationships are nurtured and strengthened as a result of its Christian vision. Leaders understand the needs of their community. Consequently, they have placed flourishing for all as the driving force behind all strategic decision making. Swinderby is an inclusive school. Every pupil is known and valued as a child of God. Relationships are a strength of the school. Parents are welcomed and fully involved in the life of the school. They give high value to the education and personalised approach for their children. The well embedded core Christian values support the moral and spiritual development of all pupils. These are the pillars of the vision. They effectively permeate all aspects of the school's work. Pupils are rightly proud of their school. They talk excitedly about the opportunities and amazing experiences they have whilst learning together. Pupils leave this small village school having grown in confidence. Many are able to articulate the transformational effect this has had upon them.

Leaders have taken an ambitious approach when constructing the curriculum. This is a direct result of the vision in action. They actively challenge and remove barriers to ensure pupils experience a rich and varied range of learning opportunities. Consequently, pupils' love of music and drama is profound. Visits to Sheffield Arena to sing with the largest child choir in the world fuel moments of awe and wonder. Opportunities to visit the Royal Opera House in London further pupils' awareness of life beyond their community. The school ensures inclusion is at the heart of these. Such engaging curriculum experiences offer moments of spiritual growth. Planned opportunities for spiritual growth, however, are limited. As yet a collective understanding of spirituality across the school community is under developed. As a result of the vision, highly effective curriculum partnerships have been actively sought and established. These are providing expertise and support for all. Consequently, SEND pupils and those deemed vulnerable are flourishing.

Collective worship is successfully organised around the Christian values. They effectively support the community to understand the vision and link it to their daily lives. Pupils confidently express what worship means to them. They explain how Bible stories linked to the values help them to reflect and understand one another. Singing, dancing and times of stillness contribute to pupils spiritual flourishing. Worship is joyful, wholly invitational and fully inclusive. It provides the opportunity for the school community to come together and draw strength from one another. This significantly contributes to a sense of belonging, supports the deepening of relationships and contributes to spiritual flourishing. Inclusivity is seen in the use of sign language. Relationships with the local church are a strength. This has produced a partnership where pupils describe the church as a special place where they feel at peace. Pupils regularly visit the church and contribute to festival celebrations. The vicar is a regular visitor to school and supports the community in worship.

Leaders understand that 'life in all its fullness' does not mean life without challenges. They ensure that the academic and personal needs of all are met. The vision inspires them to create a culture where all are valued, especially championing the needs of the most vulnerable. This is a fully inclusive community which cares deeply. Relationships founded on compassion, understanding and trust underpin these strong bonds. This ensures pupils feel safe and able to express their feelings and know their voice is heard. Staff support one other and willingly go the extra mile to help those in times of need. They value the encouragement they receive from leaders, which inspires them to live out the vision. They progress in their careers due to the support they receive. Parents are considered part of the team. They enjoy opportunities to volunteer at the school and feel welcomed as 'family'. Consequently, this shared and deep commitment to mental health and wellbeing is enabling all to flourish.

Partnerships enrich the lives of the school community. Pupils actively support their community by working with the parish council. Pupils have planted spring bulbs, wild flowers and trees to enhance the local environment. The vision promotes the importance of responsibility. This is successfully encouraged through roles such as litter picking, mini police and school council.

Within the school, a culture of kindness is highly evident. Pupils actively contribute to the local foodbank. They understand how others benefit from the charities the school supports. Older pupils are supported in considering issues beyond their local community. This enables them to have a wider view of the world. They are challenged to consider how they might respond with their Christian values at the heart of that response. However, across the school, work to develop and deepen pupils' understanding of justice and their roles as courageous advocates is underdeveloped.

Pupils understand the importance of learning about faiths and worldviews. They have a developing understanding of the relevance of RE to the world they live in. Teachers deftly create opportunities for pupils to confidently express their own views and listen to others when exploring big questions. Visits from the local clergy and visits to the local church further enhance RE provision. Opportunities to visit the cathedral extend pupils understanding of Christianity. Through the use of technology, pupils are able to visit other places of worship. RE is given high priority on the curriculum. The RE leader enthusiastically and skilfully ensures the curriculum is well-planned and well-balanced. She is supporting the development of the subject well following a recent re-organisation of learning. This is providing valuable support to less experienced colleagues. As a result, the curriculum ensures that teaching builds on prior knowledge and is progressive. It offers appropriate challenge to pupils. Monitoring of RE takes place, but as yet, does not include pupil voice.

The inspection findings indicate that Swinderby All Saints Church of England Voluntary Controlled Primary School is living up to its foundation as a Church school.

Information			
School	Swinderby All Saints Church of England Primary School	Inspection date	29.4.24
URN	120539	VC/VA/Academy	VC
Diocese/District	Lincoln	Pupils on roll	93
MAT/Federation			
Headteacher	Zoe Longstaff		
Chair of Governors	Lynne Carter		
Inspector	Daniel Kinsey	No.	c.23/24