



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Walton Church of England VC Primary School	
Address	Walton, Street, BA16 9LA

School vision

‘Every Child, Every Chance, Every Day’.
 ‘I have come that they may have life and have it in all its fullness’. (John 10: 10)
 As a church school at the heart of the community, Walton CEVC Primary School is committed to provide each child with the opportunities to achieve their full potential academically, socially, emotionally, physically and spiritually. Through strong partnerships between home and school and inspired by Christian values, we aim to equip the children in our care with skills and confidence to meet future challenges.

School strengths

- Strong pastoral care based on the values derived from the Christian vision leads to positive mental health and wellbeing. This includes pupils and families, and extends to the wider community.
- Provision for pupils with special educational needs and/or disabilities (SEND) is a particular strength of the school. This has significant impact on the aspiration that all learners flourish academically and personally.
- The vision of 'life in all its fullness' inspires creativity through art. This is an outstanding feature of the school. Pupils wonderfully express their spiritual flourishing through the medium of art.
- Collective worship is arranged to support understanding of the school's Christian values. The impact of this is seen in the lived actions and good behaviour of the pupils.

Areas for development

- Promote and embed a stronger connection between the values and their biblical source. This is to ensure all members of the school community have a deeper understanding of the Christian basis of the vision.
- Develop robust systems to monitor and evaluate the school as a Church school. This is to inform future strategic direction.
- Ensure pupils have a wider and more secure understanding of religions and worldviews. This is in order to extend their knowledge of global diversity.

Inspection findings

The Christian values of compassion, creativity, friendship, courage, forgiveness, respect, and trust are derived from the vision. These are clearly lived out in pupils' lives and they are very familiar with the motto of ‘Every child, every chance, every day’. Leaders model this in their work which strengthens the impact on the pupils. The ethos team of adults and pupils also supports this. They regularly meet and reflect but do not effect positive change on what it means to be a Church school.

Pupils are much less clear about the Christian vision which is the source of the values. Nevertheless, there is a strong sense of community extending beyond the school which shows the impact of the vision. The school is part of the Street and Glastonbury Community Learning Partnership. This is a formal group of church and non-church schools which enhances creative professional dialogue and encouragement to staff. A committed group of governors regularly visits and supports the school in a variety of ways. However, systems to monitor and evaluate the impact of the vision are insufficiently robust. As a result, the future strategic direction as a Church school is not entirely clear in terms of the vision. There is a relationship with the Diocese of Bath and Wells education team. This assists the teaching of RE and contributes to ongoing consideration of the importance of a strong Christian vision.

The curriculum reflects the vision's values. Pupils are encouraged to be reflective learners. They are engaged through challenges and questions which produce thoughtful and spiritual responses. This extends to all learners, including those with special educational needs and/or disabilities (SEND). The school offers a high level of care to all pupils which ensures that they make progress in their learning. A particularly strong feature of the curriculum is creativity through a variety of artistic media. The school holds an 'Artsmark Gold' award which is only given to schools where the impact of this is profound. Pupils speak of how their creative activities allow them to give themselves 'an inner hug'. This leads them into spiritual reflection and helps them realise 'life in all its fullness'. A consistent approach to providing opportunities for spiritual development is less evident in other curriculum subjects. Parents appreciate the caring approach and bespoke nature of the support their children receive. Enthusiastic pupils have a range of ideas about developing an outdoor reflective space to further enhance spiritual flourishing.

Collective worship is organised around the Christian values, and has impact seen in pupil responses to reflective moments. The 'Open the Book' team of volunteers visits regularly and lead worship with pupil involvement. The team's drama presentations bring the scriptures to life. As a result, there is significant impact on pupils' biblical knowledge and spiritual development. Pupils explain how it helps them understand Bible stories. They visit the church at festivals, and the vicar is a regular visitor to the school. This produces a relationship where pupils speak about the church as a spiritual place where they feel at peace. Pupils' evaluation of worship is limited to verbal feedback. They understand the importance of prayer, and they write prayers for collective worship and other occasions. Books of their own prayers are also in their classrooms, showing a variety of approaches. Prayer also has an impact on their lives in the routine prayers of a school day. Simple phrases and responses are used in worship so pupils understand that prayer may be both formal and informal. Inclusivity is seen in the use of sign language for some parts of worship. Lighting of candles helps pupils to understand that worship involves the use of all their senses in the approach to God. Impact is seen in pupil explanations of how worship leads them to a deeper understanding of Christian values.

The Christian values derived from the vision promote the idea of interdependence, and as a result pupils really care for one another. They behave well and are considerate. This is seen in their willingness to act as 'playground buddies' and wellbeing ambassadors. Training is provided for pupils in the wellbeing role which they readily undertake. This promotes a depth of understanding of good mental health, and ambassadors are proud to receive their certificates. Staff speak of how the supportive community of approachable colleagues helps their positive mental health. This is evident in their commitment to their work in the school. Parents value the variety of communications from the school. As a result, they feel involved in school events including invitations to attend worship. There is evident satisfaction with the Church school ethos, especially as a caring community and moral guide.

Pupils have some understanding of the teachings of Jesus about justice for everyone. Older pupils

link this with the Christian concern for the poor and the sick. As a result they are motivated to action, and the local food bank is one example of this. Knowledge of stories of Jesus' actions supports their understanding of the Christian values derived from the vision. They have a good level of knowledge on ecological matters and understand their responsibility for God's creation. Pupils know that some people are disadvantaged by a lack of food and medicines. They support local charitable events and some national ones to express their concern. Whilst not fully developed, their activities show a growing awareness of the idea of social responsibility.

Religious education (RE) is planned with a sequenced curriculum covering Christianity and some world faiths. The time given to it ensures it has the priority expected in a Church school. All staff teach RE with effective support given from the subject lead and additional diocesan training. RE has some impact on the lives of the pupils and their personal spirituality. They know the effect that religion might have on peoples' lives. As a result, they appreciate why RE is important. They are able to reflect on religious stories and teachings and the implications they might have for the world. They also understand the effect of religion on moral issues. Although not always accurate, pupils can share their knowledge in discussion. Older pupils are able to reflect on some of the philosophical ideas associated with faith and belief. Some RE books are well presented and show a breadth of study. However, there is no understanding of Christianity as a multicultural world faith, and limited knowledge of non-religious worldviews.

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

Information			
Inspection date	6 February 2024	URN	123776
VC/VA/Academy	Voluntary controlled	Pupils on roll	143
Diocese	Bath & Wells		
MAT/Federation			
Headteacher	Rachel Toal		
Chair	Dave Kennedy		
Inspector	Jeremy Hellier	No.	899