

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Sutton Veny Church of England VC Primary School

Vision

Together, through friendship, in peace and with courage, we ‘reach for the stars’

Our vision of ‘Reach for the Stars’ embodies every member of our school community working together, to be the very best that they can be. Our positive school culture and Christian ethos is of great importance to us all and develops strong roots within each child, allowing them to flourish as human beings and in their relationships with others.

‘Clothe yourselves with compassion, kindness, humility, gentleness and patience.’ Colossians 3:12

Sutton Veny School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The Christian vision, promoted and modelled by leaders at all levels, is deeply embedded within Sutton Veny’s culture and ethos. It is tangibly the very heartbeat of the school community and influences daily life in this special place.
- Caring for one other with kindness and love is overwhelmingly natural within the school community. This is deeply rooted in the school’s culture where people go above and beyond to help each other.
- Opportunities for spiritual development are skilfully woven through the curriculum. This results in pupils having an impressive understanding of their own spiritual growth.
- Collective worship is an intrinsic part of the school day and is highly valued by pupils and staff. Pupils talk confidently about the difference it makes to their lives.
- Pupils are inspired by the vision and culture of the school to stand up for issues important to them, such as conservation. They are clear on their personal responsibilities in this area and take action to make a difference in the world around them.

Development Points

- Ensure that the vision in action and Christian character of the school is robustly monitored and evaluated. This drives ongoing improvements.
- Embed the revised curriculum for religious education. This is to enable pupils to have a broader and deeper knowledge and understanding of religions and worldviews.



Inspection Findings

Central to the ethos and culture of this school is the Christian vision, carefully crafted with members of the whole school community. As Paul wrote to the Colossians, the school's key priority is for all pupils to be the very best they can be. Through clothing themselves with the values of compassion, kindness, humility, gentleness and patience, pupils are equipped to 'reach for the stars'. This is depicted through the 'cloak' created by pupils and serves as a constant reminder to everyone. The language of the vision is commonplace, highlighting it at the heart of the school. Decision making at all levels is entirely shaped by the vision, reinforcing its centrality. For example, the thought and care put into the development of their bespoke curriculum. The dedicated governing body informally monitors the impact of the vision in action. For instance, they report on pupils' deep understanding of their core values. This work is not sufficiently structured or robust to ensure that ongoing improvements are made.

Sutton Veny is widely described as a place where everybody knows each other, not just by name. There is a palpable sense of love, consistently modelled by leaders. This deeply loving culture results in an unmistakable sense of inclusion, where everyone is cherished as individuals. Pupils and staff have a strong feeling of belonging and are confident to express their views. Staff well-being is a priority for leaders. They feel valued and cared for. Pupils are wholly accepting of difference. Pupils with special educational needs and/or disabilities (SEND) are provided with bespoke support enabling them to flourish academically and spiritually. Pupils joining during the year, particularly those from service families, are supported to settle easily. They feel looked after and part of the school quickly as a direct result of the vision in action. Parents are grateful for the time and care they are given by school staff.

The vision is enhanced by the highly valued and strong partnerships with the church and local community. The school is an active part of the community's long-standing links with Australia and hold ANZAC Day close to their hearts. Their contributions to remembering Australians who lost their lives in World War One are greatly appreciated by the wider community. This includes laying flowers on every Commonwealth war grave in the churchyard. Despite there being no current incumbent, members of the church ensure that the close links between school and church continue. This includes leading worship and welcoming children into the church for special services. As a result of being regular visitors, members of the church have developed trusting relationships with pupils and families.

Pupils have an impressive understanding of themselves as spiritual beings. They talk confidently about what spirituality means to them and describe it in many ways. These include 'connecting your heart and mind' and 'the glitter inside me'. Pupils appreciate and engage well in opportunities created for them to grow spiritually. Pupils routinely visit the reflection area in their own time and share their thoughts and prayers. Daily collective worship further enhances spiritual development through opportunities to reflect, think deeply and pray. Worship is entirely inclusive. Support for those with SEND enables all to take part. It is a valued and special part of every school day. It signifies a time for the whole school family to come together, further enhancing the sense of belonging. This is reinforced by the bringing together of each class' pebble on the focus table at the start of worship. It serves as a constant reminder that everyone is a valued part of the school family, reflecting the vision of togetherness. Collective worship is strategically planned to ensure that pupils' understanding of the vision and associated values continues to deepen. Weekly visits from committed members of the local church and Open the Book Team reinforce pupils' understanding of Bible stories. Pupils enjoy collective worship and participate enthusiastically. Leading acts of worship themselves, often about causes important to them, instils a sense of ownership of these



special times. Pupils talk confidently about the difference worship makes to their own lives. For instance, helping them think carefully about their thoughts and actions towards others. Pupils share thoughtful reflections, when they evaluate the impact of collective worship. There is lack of strategic monitoring by governors, restricting ongoing improvements.

Opportunities for spiritual development are prominent within the curriculum. Leaders have skilfully woven key concepts, reflecting the vision, through planning to promote ongoing spiritual growth. Leaders have made bold decisions in the development of the curriculum. This has ensured that it reflects the vision and meets the needs of pupils. It is fully inclusive enabling pupils, including those with SEND, to flourish academically, emotionally and spiritually. A vast range of enrichment activities are planned in response to pupils' needs and interests. This further reflects the vision, enabling each individual to be the best they can be.

Protection and care of the environment is very important to the school community. Pupils have a determined drive to play their part in looking after the world around them. They have an impressive understanding of their own responsibility in this regard. This is further supported by opportunities to consider world issues around the school, including the 'News and Views' board. Pupils share their deep, often profound thinking, and prayers for their world. They feel confident to initiate work to raise awareness of matters of importance to them through pupil councils. Staff value their contributions and support them to take action. One pupil, echoed by many, describes this work as 'reaching for the stars, not just for ourselves but for everyone'. This highlights the impact of the vision on the strong culture of justice and responsibility.

Enquiry-based and philosophical learning principles are embedded throughout the curriculum. As a result, pupils understand that their ideas have value and they value those of others. The RE curriculum is based around big questions, providing opportunities for pupils to think deeply. Learning is well-sequenced. It reflects a balance of learning about beliefs and practices of others, deep-thinking and the impact of religion on peoples' lives. RE provision is regularly reviewed to ensure it reflects the vision and meets the needs of pupils. Pupils enjoy learning about a range of world religions and views. They can recall some key beliefs and practices and make links between them. The breadth and depth of their understanding is limited. Leaders recognise this and have taken action to review the curriculum. However, these changes are not embedded. Leaders engage actively with diocesan training and learning is disseminated effectively to staff. This results in a consistent and creative approach to the RE curriculum.

Information

Address	High Street, Sutton Veny, Wiltshire, BA12 7AP		
Date	12 November 2024	URN	126362
Type of school	Voluntary controlled	No. of pupils	170
Diocese	Salisbury		
Headteacher	Adam Lewis		
Chair of Governors	Thomas Finnie		
Inspector	Anna Willcox		