



# Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

## Box Church of England Voluntary Controlled First School

Address High Street, Box, Corsham, Wiltshire SN13 8NF

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

**Overall grade** **Good**

**The impact of collective worship** **Good**

### School's vision

Plant, Nurture, Flourish, Serve  
'It's like a mustard seed that a man took and planted in his garden. It grew and became a tree and the birds in the sky rested in its branches.' Luke 13:19

### Key findings

- The headteacher leads and serves the school wisely and humbly. With deeply considered intent, she ensures that the school's Christian vision and its underpinning Christian values are rooted in biblical accounts. They are reflected in the ways that people live and learn so that everyone flourishes.
- Strong relationships between the school, church and local community are firmly rooted in Christian values of respect and trust. They provide a safe and loving environment in which pupils can grow.
- Collective worship shows innovative planning as it stems from pupils' questions about a Christian value. It therefore has a positive effect on behaviour and relationships. Pupils are limited in their ability to explain how Jesus' life and teachings illustrate a Christian understanding of that value.
- Time is given in the classroom for pupils to think deeply about the school's Christian values often in relation to current affairs. They record their thoughts as written prayers or reflections which are shared in collective worship times. These evidence the depth of their spiritual development which impacts on their desire to serve and make a difference to God's world and its people.
- Religious education (RE) does not have a consistently unique and valued place within the curriculum. As a result, not all pupils are flourishing academically or spiritually through RE.

### Areas for development

- Strengthen the teaching and learning of RE so that all pupils have a clearer knowledge and understanding of religions and world views that will prepare them more fully for life in our diverse society.
- Plan for a wider range of Bible accounts and Christian traditions to be used creatively in collective worship so that pupils can understand more fully what makes the school's values and vision Christian.
- Provide more inspirational opportunities for spontaneous reflection and prayer to enhance pupils' spiritual development.

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

This is a warm and welcoming school where seeds of Christian love are planted so that those who teach and learn here flourish. The school's Christian vision is rooted in an understanding that people grow best in the context of love and service as shown in the life and teachings of Jesus. The school's embedded Christian values of forgiveness, courage, trust and respect, responsibility, friendship, creativity, compassion, truthfulness, peace and perseverance enable everyone to develop deep relationships. For example, learning to forgive, as Jesus taught, brings peace which sustains effective learning and living. The school garden is a very special and unique part of the school. Pupils have fun as they dig and plant with their compassion growing along with the rewards of edible produce. Vegetables and fruit are taken to church as the school gives thanks to God at Harvest time and then given to local food banks. Pupils tend the garden responsibly and this care extends beyond the garden. The vision motivates them to make a positive difference for God's beautiful world and its people. In the garden, pupils learn that they have to persevere, be patient and resilient when there is failure. These qualities are also encouraged in the classroom and are key to successful progress. Growth in nature is an age-appropriate image of the school's Christian vision which has a profound impact as pupils understand the importance of tender loving care.

The dedicated and long-serving headteacher brings wisdom and calm to the school. The governors and headteacher are devoted to cultivating a distinctively Christian environment in which everyone can be nurtured and flourish. Inspired by a Christian commitment for equality and inclusion, they take considered decisions so that every unique child and member of staff can grow. The headteacher has the respect of the school community who recognise her as an exemplary role model of Christian vision and values. She maintains strong links with the Diocese of Bristol so that the school is able to access ideas, resources and training that strengthen the school's Christian vision. Her leadership, expertise and experience are shared to support and encourage other schools so that they too can flourish. The deputy headteacher works alongside the headteacher with enthusiasm and energy to ensure that the committed staff team and pupils feel valued and nurtured. This promotes a positive teaching and learning environment. The deputy headteacher has received a firm grounding in Church School leadership and is well prepared to share good practice.

The school's branches of friendship and compassion extend into the local community who recognise the school as a centre of spiritual support. This is particularly valued in sad and challenging times. A teaching assistant and school governor, who is also an ordained local minister serving in the parish church, plays a key role in sharing the school's Christian vision. Many people turn to her because she is respected and trustworthy resulting in an outpouring of all-embracing, courageous love that sustains this community. School governors serve the school generously and responsibly. The ethos committee discuss and plan for how the school's Christian vision, based on biblical teaching, permeates everything that the school does in policy and practice. This has a positive impact on the school as it grows to understand its uniquely Christian service to the pupils and community. The ethos committee is relatively new so it has not fully considered how RE and collective worship are monitored within the school. Consequently, RE and collective worship are not impacting fully on the school's vision.

A broad curriculum is designed so that every child can know success and be celebrated. It includes lesson planning which gives opportunities for pupils to grow spiritually. Therefore, they can readily articulate thoughts and feelings relating to themselves, others and things of beauty. Pupils write extremely thoughtful reflections or prayers in response to classroom discussions about Christian values. These are always shared in collective worship and are evidence of the depth of their spiritual growth. As a result of prayers usually being written and then read, pupils are less familiar with praying spontaneously by themselves or when leading others. Curiosity and debate about Christian values and current affairs are recorded in 'Big Question' books. They are evidence of how every pupil thinks deeply about the school's Christian values and current affairs. These special times often prompt passionate life-changing action such as writing letters to challenge injustice. Pupils continue to reflect on Christian values at home because of the depth of their

engagement in school. Activities are provided on the website to support families so that the Christian vision and values reinforce good behaviour. Religious education has a significant impact on pupils' learning and spiritual development when it has creative outcomes. For example, they are eager to explain and ask questions about a wonderful piece of art work, which the whole school designed and painted. It tells the story of Christian belief. However, feedback about progress in RE is often combined with feedback about English skills which does not enable every child to flourish in RE. It also shares a place with personal, social and health education on the curriculum. This impacts negatively on pupils acquiring a memorable and age-appropriate knowledge and understanding of religions and worldviews.

An innovative approach to collective worship is rooted in the school's Christian vision for spiritual growth and flourishing. Every pupil is included in the process of generating questions about a Christian value. These are taken as the starting point for the long-term planning of collective worship. This idea has been celebrated and shared within the Diocese of Bristol. Pupils are eager to engage in collective worship knowing that their questions will be the source of deeper exploration. They participate eagerly in acting out Bible stories, singing and reading prayers that help them to connect the value to Christian teaching. However, pupils do not have a wide breadth of Bible accounts to draw on when they articulate the depth of a Christian value. Collective worship is appreciated by staff and pupils as a special time to be together which nurtures them spiritually. Pupils understand elements of Anglican worship such as liturgical responses and Eucharist. However, they have fewer opportunities to experience and enjoy different styles of Christian worship. Worship is shared with the local community in weekly Family Services, and in the church for the celebration of Christian festivals. These are treasured times of rejoicing, singing and unity.

Box Church of England Primary School is a wonderful place of Christian service. Seeds of love, joy, peace and faith are planted and nurtured to have a life-long impact on living and loving.

### Contextual information about the school

Date of inspection	24 March 2022	URN	126302
Date of previous inspection	25 June 2015		
School status	Voluntary Controlled primary school	NOR	166
Name of MAT/Federation	N/A		
Diocese	Diocese of Bristol		
Headteacher	Jo French		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is below national averages.		
	The proportion of pupils who have special educational needs and disabilities is below national averages.		
Additional significant information (if needed)	The headteacher was not in school on the day of the inspection due to Covid. She attended online meetings throughout the day.		
Inspector's name	Angela Daniel	No.	757