



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Ann Edwards Church of England Primary School	
Address	Berkeley Close, South Cerney, GL7 5UW

School vision
<p>Learning and Achieving in a Caring Community. “Do to others as you want them to do to you.” Matthew 7: 12</p>

School strengths
<ul style="list-style-type: none"> • Leaders at all levels know and embody the vision wholeheartedly. They are relentless in ensuring that it drives every decision. Their commitment to the nurturing of every person ensures that everyone is valued and the wellbeing of all is prioritised. • Relationships with the local church are exceptional. This mutually beneficial partnership is valued by both the school and the church. In turn it contributes to the flourishing of the whole community. • Collective worship binds the school together. It is deeply inclusive and challenges pupils and adults to live and behave differently. Spiritual growth is clear, because time is taken to stop and be still during acts of worship. • The ambitious, vision inspired, curriculum enables pupils to flourish. Pupils engage with big questions which supports their own learning, as well as spiritual development. • Religious education (RE) is well led. It contributes to pupils' understanding of different religions and enables them to reflect on their diverse community.

Areas for development
<ul style="list-style-type: none"> • Embed the teaching of core concepts in RE, so that pupils develop a deeper understanding of religious and non-religious worldviews. • Explore areas of courageous advocacy to enable pupils to take a greater leading role in tackling the injustice that they see.

Inspection findings
<p>Respect for all is a key hallmark of this inclusive and caring school. The Christian vision is central to everything at Ann Edwards, which is integral to the local community. Jesus’ words to ‘do to others’, underpins the way in which each one is treated. As a result, everyone flourishes in all that they do. Pupils and adults alike, articulate the vision clearly and passionately. Leaders, at all levels, are relentless in ensuring that the vision is at the forefront of all decision making. This results in a culture where everyone is cared for and feels valued. Even in the face of challenges, leaders have remained rooted to their vision, recognising the intrinsic value of every individual.</p> <p>The highly effective and supportive governing body know the vision well. They are fully committed to ensuring that it drives each decision they make. This is because they truly believe in the impact that it has in their local community. Governors show a deep understanding of the school’s strengths</p>

and areas of development, because they effectively monitor the vision. This subsequently has an impact on the strategic direction of the school.

Leaders have worked tirelessly to ensure that the vision sits at the heart of an ambitious curriculum. Pupils have opportunities to grow because the curriculum is tailored to their needs. Spirituality is clearly defined as the 'ow's, now's and wow's' of life. This understanding enables spirituality to be intrinsic to the curriculum. Topics, such as child labour, enable pupils to think about the 'ow's'. Whilst the 'wows' are explored through questions such as, 'How does a giraffe's neck get longer?' Throughout the curriculum pupils are encouraged to make connections with the world around them. Such as exploring how they might feel in certain situations. Or a consideration of why places of beauty amaze them. Further themes enable pupils to think deeply and flourish in their own beliefs and convictions. For example, an understanding of why women's rights are important. Carefully chosen extra-curricular clubs give pupils a wide range of opportunities they may not otherwise experience. This includes the chance to sing in the choir and perform with others at 'Young Voices'. In turn this not only contributes to pupil confidence but, also supports spiritual growth. Further partnerships help strengthen the curriculum. For example, Swindon Town Football Club take lessons, supporting the development of pupil confidence alongside enhancing football skills.

Collective worship is the glue that binds the school together. It is a deeply inclusive space because all can participate. Pupils and adults alike value the time they spend as a community. Collective worship is inspirational, as it is an opportunity to 'refresh our minds'. Pupils and adults benefit from this 'time to stop and notice something'. This allows each one to grow spiritually. The 'SARA Garden' offers a tranquil space for pupils and adults alike to reflect in nature. A culture is thus created where all can ponder on their values and behaviours. This inspires pupils to go into the school to learn and achieve in a caring community. The relationship with the local church is exceptional. Both school and church recognise that something would be missing if either were not there. Prayer spaces, inspired by the church, provide opportunities for stillness and reflection. In turn the school supports the church with events such as the Tree Festival at Christmas. Staff wellbeing is also supported by the church who provide wellbeing lunches for staff throughout the year alongside the governing body.

Pupils live out the vision and associated values every day. They talk passionately about how the need to 'do to others as you want them to do to you' motivates them to care for one another. Consequently, behaviour in the school is exemplary and the respect that pupils have for one another is tangible. Pupils with Special Educational Needs and/or Disabilities (SEND) and those from other ethnic backgrounds are welcomed into the community. This is because every pupil is valued as an individual. Pupils have opportunities to learn about other cultures in meaningful ways through carefully planned cultural days. This allows pupils to ask questions and develop respect in a safe environment.

The mental health and wellbeing of all is prioritised. Staff value the care that is shown towards them from school leaders. This is exemplified in the way in which leaders always make time for staff if they need to talk. Staff are known well, so a range of opportunities are given to them to develop professionally. This creates a culture where staff feel valued. Thus, they are better equipped to ensure that pupils are known as individuals, enabling them to thrive. Parents also talk passionately about how the school goes the extra mile for them and that nothing is too much trouble. This includes taking time in the holidays to ensure smooth and effective class transition. As a result, parents feel that their children are safe and cared for well.

A sense of justice pervades throughout Ann Edwards. This is particularly evident in the way the school supports pupils with SEND. This includes knowing when pupils need a little extra time before

going into the classroom. Leaders are passionate about ensuring that pupils have a clear understanding of justice in the world. They do this through collective worship and the curriculum. For example, topics within the curriculum cover a range of themes such as black history. School leaders enthuse pupils to undertake fundraising for charity, such as raising money for a local homeless organisation. Independently pupils have embraced challenges for social action, including a campaign regarding plastic free straws in milk cartons. However, opportunities for pupils to challenge injustice and be empowered to take action to address this are more limited.

RE is well led. Despite a time of challenge, subject leaders have, through the vision, ensured that there is clear plan for teaching RE. Planning is sequenced effectively and includes key festivals as well as links to other curriculum topics. Monitoring within the subject has led to consistency across the phases. The school has accessed training from the diocese to support them in their RE journey. Pupils enjoy their lessons. A safe environment has been created where pupils can share their opinions and ask relevant questions. They engage well and are respectful of the views of all. RE is helping pupils to make sense of the diverse world in which they live. However, pupils' knowledge of core concepts of a variety of religions is not well embedded. As such they do not have a deep understanding of religious and non-religious worldviews.

Ann Edwards is central to a close-knit community which cares for all. As such everyone is inspired to treat each other with dignity and respect.

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

Information			
Inspection date	5 October 2023	URN	115650
VC/VA/Academy	Voluntary controlled	Pupils on roll	232
Diocese	Gloucester		
MAT/Federation			
Headteacher	Ian Moore		
Chair	Tony Martin		
Inspector	Duncan Hutchison	No.	2119