

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Workshop Priory Church of England Primary Academy			
Address	Hollies St, Worksop S80 2LJ		
Date of inspection	06 February 2019	Status of school	Academy inspected as VA Southwell and Nottingham Multi Academy Trust (MAT)
Diocese	Southwell and Nottingham	URN	142757

Overall Judgement	Grade	Excellent
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgements		
The impact of collective worship	Grade	Excellent
The effectiveness of religious education (RE)	Grade	Good

School context

Workshop Priory is a primary school with 198 full time and 49 part time pupils. The school has low levels of religious and cultural diversity and few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is in line with national averages. The school is a supporting academy within the diocesan MAT and in a collaboration with two other schools. A new head of school has been in place since September 2018.

The school's Christian vision

Dream: Aspiring to learn with courage and faith, so we can live life in all its fullness. Build: Inviting the Holy Spirit to guide us on our journey through life. Grow: Share the power of our deepening faith through discipleship and service in our school, the community and the wider world.

Key findings

- The school's distinctive Christian vision to Dream, Build, Grow, underpins the entirety of school life and allows pupils and adults, including the most vulnerable, to flourish extremely well.
- Pastoral care is exceptional for both pupils and staff. As a result individuals are uniquely valued and supported to reach their God given potential.
- Outstanding partnerships between the school and local churches, especially Priory Church, results in a seamless worshipping experience for the whole community, effectively supporting the spiritual development of all.
- Prayerful collective worship, which is inclusive and invitational, is at the heart of the school. This inspires pupils and adults to be local and global advocates of social change.
- Recent developments in religious education (RE), which have been shared locally, have resulted in rapid progress for all pupils. The school is on the journey towards excellence in RE.

Areas for development

- Securely embed the recent developments in RE throughout the school, especially in terms of formal assessment and monitoring. This includes pupils' understanding of how they can improve and flourish, including even the most vulnerable.
- Develop the partnership with the school in Canada to enable pupils to share their experiences and learn from one another.

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

The school vision is grounded in theology, rooted in a Christian narrative, inclusive to all and the driving force behind everything the school does. As a result, pupils and adults can articulate it confidently and explain the impact it has on transforming their lives. They talk freely about learning with courage and receiving guidance from the Holy Spirit. They are also passionate about how their deepening faith can be spread through service to others. Pupils and staff feel personally valued and highly motivated to live out the vision of the school and enable everyone to flourish. Individuals are treated with a high level of dignity and respect. Leadership is innovative and exceptionally strong and this is demonstrated by the previous headteacher recently becoming executive headteacher over three schools. This allows him to share his expertise of Church school leadership beyond Priory, in keeping with the school vision. Leaders are passionate about ensuring all staff and governors are developed in terms of their understanding of Church schools. They are fully committed to supporting future Church school leaders. This is facilitated through strong links with the diocese. Rigorous self-evaluation systems ensure the leadership team and governors have an accurate understanding of the school's Christian distinctiveness. This means that timely strategies for improvement are put in place. The school's governing body holds the leadership team to account to ensure excellent standards are being achieved, in line with the vision. RE has a central place in the school and enables pupils to develop their knowledge and understanding of world faiths and the impact they have on society. The spiritual development of pupils is an integral part of the curriculum. This results in staff being very confident to take advantage of spontaneous questions raised by the curiosity of pupils. This is supported by all staff and pupils engaging with Philosophy for Children. As a result, pupils are extremely confident to express and justify their opinions and beliefs whilst respecting those of others.

All pupils are valued uniquely as God's children and personalised intervention is used to unlock pupils' potential. Pupils are proud to be part of the school and talk positively about the experiences they are given to aspire to be the best they can. This is supported by links with Nottingham Trent University and the aspirational study area that has been established. As a result, pupil progress is strong and the school nurtures the God given talents of all so they can dream, build and grow. Those who are considered to be the most vulnerable are exceptionally well supported in an inclusive way. This enables them to participate fully in all aspects of the school. This outstanding level of support, which is underpinned by the Christian values of respect and love, results in pupils who are considered to be disadvantaged making positive progress. The school's Christian vision underpins the behaviour policy which is based on respect. Pupils talk articulately about forgiveness and the importance of being given second chances. The practice of restorative justice is a strength throughout the school. As a result, behaviour is exemplary, there are outstanding relationships, and pupils say there is no bullying. This is reinforced by the school being accredited with the highly acclaimed All Together Gold Award. Staff and pupil wellbeing is a priority of the school. A dedicated staff wellbeing governor is available to meet with staff on an individual basis. Both a resilience programme and the Take 5 Breathing strategy are used consistently throughout the school. This allows the whole community to understand and manage strong emotions in their lives and creates an incredibly calm and purposeful climate for learning. Priory is said to be 'an oasis of calm'. The vast number of extracurricular clubs on offer and the regular educational visits allow all pupils to extend their learning beyond the walls of the classroom. Pupils speak proudly of their leadership responsibilities and explain how they link to both the school's vision and their own personal development. Parents feel a valued and integral part of the school. They talk unreservedly about the support they have received from the school, such as staff accompanying parents in meetings with external agencies.

Collective worship is at the heart of the whole school community and extends beyond the walls of the building. It is the driving force behind the high expectations to dream, build and grow, that are embedded throughout the school. It inspires pupils and adults to be local and global advocates of social change demonstrated in their impressive charity and community work. Pupils challenge injustice, engage in social action and develop a deep and genuine concern for others. This includes their support for Purple for Polio and Shine alongside their admirable partnership with a local care home. A link has been made with a school in Canada to support pupils' global awareness. This is in its early stages. Inclusive, inspirational and highly engaging worship for pupils and staff enjoys a variety of leaders, including local clergy and teachers. Acts of worship are based on Priory's vision and focus on a range of Bible stories and Christian teachings. Pupils engage regularly with the Eucharist. As a result, pupils can talk with impressive confidence about Jesus Christ and God as Father, Son and Holy Spirit. The Christian themes covered have a direct influence on the strong relationships within the school and pupils can

explain the impact that collective worship has on their actions. The school's commitment to the value of 'worship anywhere' results in pupils explaining enthusiastically how they worship outside of school and church. Prayer has a central place in the life of the school. This leads to pupils demonstrating exceptional respect during times of personal reflection. Through impressive links with Priory Church, the local community say that the church and school act as one, the Priory. Pupils and parents regularly attend church services to celebrate Christian festivals as well as 'wiggly worship' for the youngest pupils. This results in a seamless worshipping experience for all that makes a difference to the wider school community.



The effectiveness of RE is Good

The quality of RE teaching is consistently strong throughout the school and is taught as a discrete subject, showing the importance placed on it by the school. Through high quality professional development, the RE co-ordinator has led whole school initiatives, such as the introduction of the 'Understanding Christianity' resource. He shares good practice both within the school and with other local schools. Pupils are able to question their own beliefs within lessons and apply their learning to their own lives. As a result, pupils have a good understanding of Christianity as a living faith and of other world religions. This is demonstrated in both their individual work and the impressive class 'Gems' books. RE is well on the way towards excellence. The recently introduced assessment system shows that current pupils, including the most vulnerable, are making at least good progress. Formal monitoring and assessment is currently limited as it is not securely embedded. This includes pupils' understanding of how they can improve and flourish.

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