

Name of School/Academy: St Leonard's Wigginton

MAT/Federation: N/A

Date: 24.06.25

Christian Distinctiveness Adviser: Helen Robertson

Next meeting date: 1.10.25 at 1:30pm

Focus: Review the RE long term plan and spirituality staff meeting



VISIT RECORD

Principal (Head of school)	Kirsty Cullen
Vicar	Revd Debra Dyson
Chair of Governors	Revd Debra Dyson – Co-Chair Jo Scott – Co-Chair
Foundation Link LAC members	Revd Deborah Dyson, Lawrence Tall, Sue Sly, Oliver Leedham, Amy Passey, Jo Scott, 1 x vacancy
RE Leader	Linda Hunt Linda is retiring at the end of the summer term and will be succeeded by Louise Lowe - l.lowe@st-leonards-wigginton@staffs.sch.uk
CW Leader / Christian Distinctiveness Lead	Linda Hunt Linda is retiring at the end of the summer term and will be succeeded by Louise Lowe
Number on Role	194
Date and grade of last SIAMS	17 th May 2023 Excellent

	Map out further opportunities for reflection and spirituality across the whole curriculum to enrich the high quality and well-planned opportunities for pupils' spiritual development
Date and grade of last OFSTED	13-14/7/19 Good overall Outstanding EYFS, personal development
Vision and Values	<i>'Growing in Faith and Learning'</i> <i>'Add to your faith goodness; and to goodness, knowledge' 2 Peter 1:3</i> Our vision is to be an outstanding church school, guided by God, where learning is irresistible, achievement is high and our pupils leave us as successful learners, happy, confident individuals and caring, responsible citizens, excited by challenge, change and possibility. <i>'Life in all its fullness' John 10:10</i> <u>Values:</u> Hope, community, wisdom, dignity, forgiveness, perseverance

Next Steps: ▪ HR to lead staff meeting to refresh staff understanding of spirituality ▪ KC and LL to consider pupil conferencing to gather views about collective worship to inform whether new or additional resources are needed to refresh worship ▪ HR and LL to review RE long term plan. This is to enable LL as the new RE lead to understand the choices made for inclusion and to evaluate the resources required, including CPD for staff. ▪ During the Autumn Term visit consider if an Understanding Christianity refresher session would be beneficial for staff	Supportive Resources: Statement of Entitlement for RE Church of England Guidance for Collective Worship SIAMS Framework
Relevant Training: LDBE SIAMS for Governance Twilight Sessions LDBE School / Trust Governance Induction Training LDBE SIAMS Training for Church School Leaders 2024-2025 LDBE Church School Leaders Conference LDBE	Key documents:
Focus of visit: Evaluation of where the school is currently due to the retirement of the existing and very experienced Christian distinctiveness lead.	People involved in the meeting: Kirsty Cullen Louise Lowe

	Helen Robertson Apologies: Linda Hunt (absent from school)
General discussion points, not related directly to the strands: Impact against next steps identified during last visit (13.11.25) 1. Pupil conferencing to evaluate the effectiveness and impact of the school's vision with foundation governors ▪ This was originally due to be the focus of our meeting, but with the retirement of LH (long standing and extremely experienced Christian distinctiveness lead), the focus of the meeting was changed to enable KC and LL time to reflect on their understanding of Christian distinctiveness and where the school is currently. Focus of the visit: ▪ KC, LL and HR worked through the SIAMS framework to evaluate where the school feels it is currently and to identify priorities for next year. The IQs and supporting statements have been RAG rated below with evidence provided.	

Inspection Question (IQ)	Impact of provision and sources of evidence
IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish? a) How is the Christian vision expressed? For example, is it through values that are faithful to the Anglican/Methodist foundation of the school? b) What other strategies do leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish? c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish? d) How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?	a) From our discussions throughout the morning, it is evident that the vision is clearly understood. It both underpins and drives all that the school does and is the golden thread that permeates everything. b) Vision driven decision to implement OPAL (Outdoor Play and Learning). c) Pupil conferencing. Feedback from parents and the village e.g. Christmas cards. Starting to collate a book for the school year, which will provide an extremely strong evidence base for the flourishing of pupils and staff.. This is a floor book of events and experiences including pupil voice, parent views and email responses from the village. From September will be a working book added to throughout the year. d) Not applicable
IQ2 How does the curriculum reflect the school's theologically rooted Christian vision? a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer? b) How is spiritual development an intrinsic part of the curriculum? c) How do leaders know that the curriculum is having the intended effect for pupils?	a) The vision is ambitious, shaping the curriculum. Wider opportunities are provided through experiences such as the Derby Faith trail (parental concerns), the act of remembrance in the village, residential etc. These all link back to the vision. b) There are a lot of opportunities for spiritual development across the school. Historically a spiritual garden was created in conjunction with an art themed day. HR to lead a staff meeting (1.10.25) to refresh people's understanding. c) Subject leader monitoring including pupil conferencing, book looks, conversations with staff. Learning walks. Lesson observations. Visibility of subject in school. There is a lot of personalised learning in the school. Significant focus on personal development so there are lots of opportunities for children to shine. Celebrating

d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged? e) How does being part of the trust enhance the school's curriculum?	pupils' talents is central to school life. Faith Trail provides opportunity to widen their view of life beyond home and school. d) Vulnerable children are empowered to self-regulate and be successful. School's commitment and approach to nurture is prioritised. Junior Duke of Edinburgh Award being introduced from September – aimed at each individual year group. Opportunity for the vision to be seen in action. Staff are trained to support children who have been affected by bereavement, and parents with cancer. Significant number for small community. 140 pupils – 5 parents have died. Nurture has had a positive impact on the children. Parents particularly value this. One family living with grandparents as house unfit for habitation. Free before and after school care to enable Mum to oversee work on house. (Encouraged to case study.) e) Not applicable
IQ3 How is daily collective worship enabling pupils and adults to flourish spiritually? (Also see Guidance document at end of report) a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school? b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this? c) In what ways is the worship life of the school inclusive, invitational, and inspirational? d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development? e) How does the trust contribute to and enhance the school's worship and spiritual life?	a) Worship inspires the children and challenges their thinking. Strong links with the church including stations of the cross and the living nativity. Revd Deb leads monthly worship in church. Roots and Fruits resources are established and exploring how to broaden these. Possible pupil conferencing to seek pupils' views. b) DBE SLA in place. Very strong partnership with local church. c) HR to send Church of England CW guidance. Worship is inclusive, inspirational and invitational. Adaptations in place for identified children. Pupils are encouraged to take on roles (reading prayers, lighting candles). Opportunities provided to reflect as an alternative to prayer. d) Area to work on. Staff meeting to develop. e) Not applicable

IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well? a) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture? b) How do school policies and practice create a culture in which people's wellbeing is enhanced? c) How is enabling good mental health for all central to the school's work? d) As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times? e) How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?	a) Vision is aspirational. Staff surveys indicate that staff feel valued with a shared direction of travel. Embedding the culture into classrooms and relationships with parents and the community. A prospective parent chose the school from the welcome by staff and each class during their visit. This was HR's experience during her previous visit to the school. b) Revised behaviour policy with a focus on restorative practice. Introduced last September. Embedded throughout the school: Ready, Safe, Respectful. Wellbeing policy. LH has been wellbeing champion. LL is happy to take up the mantle. Staff well being is prioritised within the school. KC is highly supportive as Head. Time is given to undertake new content, subject leader roles etc. Staff meetings / release time to enable staff to have good work life balance. A real strength of the school. Good will of staff is paramount to school being successful, particularly with regard to extra-curricular offer. c) If staff feel in a good place, then you have happy children (vision in action). Nurture strategy is in place for pupils. Teachers genuinely care about the children in their class and those in other classes. There is a team approach to supporting children. Any child can be referred for nurture by staff or parents. Parents trust school and share their concerns. d) Nurture. Using Sports Premium for OPAL. Vision driven decision. e) Not applicable
IQ5 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility? a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?	a) Vision driven

b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change? c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people's lives? d) How does the trust make a positive impact on the culture of the school?	b) Child led fund raising. Tip top fund raiser after school to raise money for a water butt. Talked about relating the behaviour policy to charity fundraising. Tesco style counters for a local, national and international charity. Children will identify the charities. Children will then chose which charity they want to support with token. Fundraising will then be divided out proportionately. Have done Feed the Hungry in the past. Collect for the Foodbank. HR shared proposed Bishop's Lent Appeal. c) Links in with plans to develop the behaviour policy further. d) Not applicable
IQ6 Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)? (see guidance document at the end of the report). a) How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school? b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse? c) How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?	a) Understanding Christianity and LDBE units provide the core spine. Ensures that the curriculum is being covered. Core subject, weekly by class teacher. School developed big frieze is in the hall. Use Big Questions throughout the whole curriculum and in long term plans. b) Enhanced by trip to Derby Faith Trail. It's kept up to date. Plan has just been reviewed to keep it relevant. This is important given contextual issues in Tamworth. It's critical that the school is at the heart of broadening horizons and enabling an understanding of tolerance, especially given the events in Tamworth last summer. Mindful that what children hear outside school might need to be responded to within school. With change in leadership review in Autumn term review as part of CDA visit. c) Historically – tease out during Autumn term visit.

The following Inspection Question only forms part of the inspection of voluntary aided and former voluntary aided schools, and of academies that were formerly voluntary controlled schools in which the trust board has decided that denominational religious education is taught.

Inspection of maintained voluntary controlled schools, and the vast majority of former voluntary controlled schools, will not address this Inspection Question.

IQ7 What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?

- a) What is the quality of teaching?
- b) How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?
- c) How does assessment inform teaching and learning?

High quality teaching. Children make really good progress. Use OTRAC for RE assessment. Importance is in ensuring new staff are appropriately trained in Understanding Christianity. Staff refresher staff meeting would be beneficial. Consider this for the Spring Term.