

**Name of School/Academy: St Leonard's Wigginton**

**MAT/Federation: N/A**

**Date: 17.03.26 (split visit)**

**Christian Distinctiveness Adviser: Helen Robertson**

**Next meeting date: 10.06.25 (split visit)**

**Focus: Overview of balanced RE and planning workshop**



### VISIT RECORD

|                                                       |                                                                                                                                                                                                                              |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Principal<br/>(Head of school)</b>                 | Kirsty Cullen                                                                                                                                                                                                                |
| <b>Vicar</b>                                          | Revd Debra Dyson                                                                                                                                                                                                             |
| <b>Chair of Governors</b>                             | Revd Debra Dyson – Co-Chair<br>Jo Scott – Co-Chair                                                                                                                                                                           |
| <b>Foundation Link LAC members</b>                    | Revd Deborah Dyson, Lawrence Tall, Sue Sly, Oliver Leedham, Amy Passey, Jo Scott, 1 x vacancy                                                                                                                                |
| <b>RE Leader</b>                                      | Louise Lowe - <a href="mailto:l.lowe@st-leonards-wigginton@staffs.sch.uk">l.lowe@st-leonards-wigginton@staffs.sch.uk</a>                                                                                                     |
| <b>CW Leader / Christian<br/>Distinctiveness Lead</b> | Louise Lowe                                                                                                                                                                                                                  |
| <b>Number on Role</b>                                 | 194                                                                                                                                                                                                                          |
| <b>Date and grade of last SIAMS</b>                   | 17 <sup>th</sup> May 2023 Excellent<br>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 |

|                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Date and grade of last OFSTED</b> | 13-14/7/19 Good overall<br>Outstanding EYFS, personal development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Vision and Values</b>             | <p><b><i>‘Growing in Faith and Learning’</i></b></p> <p><i>‘Add to your faith goodness; and to goodness, knowledge’ 2 Peter 1:3</i></p> <p>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.</p> <p><i>‘Life in all its fullness’ John 10:10</i></p> <p><u>Values:</u> Hope, community, wisdom, dignity, forgiveness, perseverance</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>▪ LL to create a grid for staff to record opportunities for spiritual development based on Sacred Styles – Spiritual Pathways. This will capture the wide and varied opportunities for spiritual development provided by the school through the curriculum and wider enrichment opportunities.</li> <li>▪ Once embedded revisit staff understanding of spirituality to develop a shared language of spirituality.</li> <li>▪ HR to lead an RE planning workshop to develop staff confidence in planning balanced learning opportunities (10.06.26)</li> </ul> | <p><b>Supportive Resources:</b></p> <p>Sacred Styles: Spiritual Pathways</p> <p>Statement of Entitlement for RE 2026</p> |
| <p><b>Relevant Training:</b></p> <p>LL has attended:</p> <p><a href="#">New to RE Leadership   LDBE</a></p> <p>SIAMS training</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Key documents:</b></p>                                                                                             |
| <p><b>Focus of visit:</b></p> <p>Evaluate where the school is on its journey to develop spirituality and RE and identify next steps.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>People involved in the meeting:</b></p> <p>Louise Lowe</p> <p>Helen Robertson</p>                                  |

**General discussion points, not related directly to the strands:**

Impact against next steps identified during last visit (01.10.25)

1. Use the Sacred Styles – Spiritual Pathways grid to start to populate the wide and varied opportunities currently provided by the school for pupils and adults.
  - HR picked up on this during this visit. See discussion below.
2. LL and KC to consider using the ‘door’ activities in Roots and Fruits as potential classroom based worship.
  - HR to pick up on during visit discussion around spirituality
3. HR to seek advice from Lynsay Jennings regarding historic Foundation Stage RE units.
  - Advice was sought and HR sent LL the relevant Walsall Agreed Syllabus plans via email (20.10.25)
4. LL to update the RE Long Term plan following discussions during the visit.
  - HR picked up on this during this visit. See discussion below.
5. LL to use the RE Cover Sheets, located in the Secure Area of the LDBE website and also draw upon the RE Skills Ladder.
  - HR picked up on this during this visit. See discussion below.
6. LL to attend New to RE Leadership training.
  - LL attended the training and also the LDBE SIAMS training. She fed back that both courses were really beneficial.
7. Revisit the need for Understanding Christianity refresher training during next visit
  - HR picked up on this during this visit. See discussion below.

Evaluation of where the school is on its journey to develop a shared understanding of spirituality

- LL has not had the opportunity to undertake any significant work on this since the staff meeting last October.
- The New to RE Leadership training did cover some aspects of spirituality. Following the training LL has led a staff meeting around the use of big questions in RE.
- LL to create a grid for staff to map opportunities for spiritual development using Sacred Styles: Spiritual Pathways. HR will spend time during the next visit evaluating this with LL.
- LL meets with Revd DD termly as part of the school’s monitoring and evaluation cycle. The grids will be shared with DD.

- During the October staff meeting on spirituality, the staff found it really difficult to articulate what spirituality is. HR and LL talked about how completing the grid will provide a practical opportunity to develop their understanding. The school has really strong opportunities for spiritual development embedded across the curriculum and through its wider enrichment offer. Once staff are confident in completing the tracker, HR and LL can revisit developing a shared language for spirituality with staff.
- LL to think about how the Young Duke of Edinburgh Award contributes to spiritual development.
- KC is collating a floor book with the support of pupils to capture all of the wider experiences provided for the children across the year. This also will provide evidence of opportunities for spiritual development.
- In addition to thinking about the children's opportunities for spiritual development collectively, HR suggested that LL and KC capture the bespoke opportunities that are provided for those vulnerable and / or disadvantaged children who are supported in difficult and challenging times.
- Other opportunities being developed are the creation of quiet spaces as part of OPAL. This includes creating an outdoor reading space with sensory resources to support. This will be in addition to 'The Nest'. Parents are being asked for donations for resources and staff are planning to spend part of the Easter holiday creating the spaces for the children.

#### Evaluation of where the school is on its journey to further develop RE

HR and LL worked through the refreshed Statement of Entitlement for RE which comes into effect in September. The following observations were made in the context of the new document:

- Following the New to RE Leadership training, LL has identified the need to develop staff understanding of worldviews and its place within the curriculum.
- HR and LL discussed the volume of content in the Understanding Christianity units and that these can be quite overwhelming for staff, especially those new to teaching RE using this resource. It was agreed that 'less is more'. HR talked about in a 6 week half term ensuring that 2 lessons focus on each strand of Understanding Christianity: making sense of beliefs and texts, impact and making connections. HR to support a planning workshop (10.06.26) which will provide an overview of balanced RE and then support with planning for Autumn 1. HR to also have a conversation with staff about how to use / whether to use the digging deeper resources as these are not currently used. The same balanced approach (2 lessons for each strand) is to be applied when using the diocesan units.
- The staff meeting that LL led identified that several staff lack confidence. HR talked about the LDBE Dharmic Faiths and Abrahamic Faiths training. If this is running again, staff could attend the on-line after school sessions. to explore for next year.
- LL has reviewed the long-term plan to ensure it meets local context and needs. This was the focus during the previous CDA visit.
- As the school is VA, OSTED won't look at RE.
- RE has a high profile across the school. Strong links with the local church enhance this. Mother's Day services have just taken place in Church and the annual stations of the cross are happening this week. There will also be an Easter play in church.
- LL recently downloaded the RE document for additional needs from the LDBE secure area. This has been shared with the teaching team so that they can adapt their planning accordingly.
- LL is developing separate RE and Christian distinctiveness folders as part of her Christian distinctiveness leadership role.
- HR and LL explored diversity during the last CDA visit. The long-term plan provides for this.

- A balanced curriculum and high-quality resources are in place. Further training is to be provided for staff on embedding a balanced approach – see above.
- The priority now is to build teacher knowledge and increase their confidence to challenge misconceptions.
- HR has supported LL as a new leader with monitoring feedback.
- There is lots of oracy promoted in RE lessons. Children feel secure with their peer group to talk openly and honestly about their feelings and beliefs.
- The school currently use an assessment overview with working towards, working at and exceeding for each unit of learning. Teachers complete this. LL has also developed a set of KWL grids for staff to use for each unit. The children write 3 questions that they want to find out about at the beginning of each unit. The KWL grids are then revisited at the end of the unit.

| Inspection Question (IQ)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Impact of provision and sources of evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>IQ1</b> How does the school's theologically rooted Christian vision enable pupils and adults to flourish?</p> <p>a) How is the Christian vision expressed? For example, is it through values that are faithful to the Anglican/Methodist foundation of the school?</p> <p>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?</p> <p>c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish?</p> <p>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?</p> | <p>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.</p> <p>b) Vision driven decision to implement OPAL (Outdoor Play and Learning).</p> <p>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.</p> <p>d) Not applicable</p>                                                                                                         |
| <p><b>IQ2</b> How does the curriculum reflect the school's theologically rooted Christian vision?</p> <p>a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?</p> <p>b) How is spiritual development an intrinsic part of the curriculum?</p> <p>c) How do leaders know that the curriculum is having the intended effect for pupils?</p>                                                                                                                                                                                                                                                                                                                                              | <p>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.</p> <p>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.</p> <p>c) Subject leader monitoring including pupil conferencing, book looks, conversations with staff. Learning walks. Lesson observations. Visibility of subject in school.</p> <p>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</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?</p> <p>e) How does being part of the trust enhance the school's curriculum?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>pupils' talents is central to school life. Faith Trail provides opportunity to widen their view of life beyond home and school.</p> <p>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.)</p> <p>e) Not applicable</p> |
| <p><b>IQ3</b> How is daily collective worship enabling pupils and adults to flourish spiritually? (Also see Guidance document at end of report)</p> <p>a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?</p> <p>b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?</p> <p>c) In what ways is the worship life of the school inclusive, invitational, and inspirational?</p> <p>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?</p> <p>e) How does the trust contribute to and enhance the school's worship and spiritual life?</p> | <p>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.</p> <p>b) DBE SLA in place. Very strong partnership with local church.</p> <p>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.</p> <p>d) Area to work on. Staff meeting to develop.</p> <p>e) Not applicable</p>                                                                                                                |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>IQ4</b> How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p> <p>a) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?</p> <p>b) How do school policies and practice create a culture in which people's wellbeing is enhanced?</p> <p>c) How is enabling good mental health for all central to the school's work?</p> <p>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?</p> <p>e) How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?</p> | <p>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.</p> <p>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.</p> <p>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.</p> <p>d) Nurture. Using Sports Premium for OPAL. Vision driven decision.</p> <p>e) Not applicable</p> |
| <p><b>IQ5</b> How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?</p> <p>a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>a) Vision driven</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?</p> <p>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?</p> <p>d) How does the trust make a positive impact on the culture of the school?</p>                                                                                                                                                                                                                                                                                                                                                                                                            | <p>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.</p> <p>c) Links in with plans to develop the behaviour policy further.</p> <p>d) Not applicable</p>                                                                                                                                                                                                                                                        |
| <p>IQ6 Is the religious education curriculum effective (with reference to the expectations set out in the <a href="#">Church of England's Statement of Entitlement for Religious Education</a>)? (see guidance document at the end of the report).</p> <p>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?</p> <p>b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?</p> <p>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?</p> | <p>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.</p> <p>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.</p> <p>c) Historically – tease out during Autumn term visit.</p> |

*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.