

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Bartholomew's CofE Primary Academy, Royal Wootton Bassett	
Address	The Rosary, Royal Wootton Bassett, SN4 8AZ
School vision	
Hand in hand, we learn, we grow, we soar. 'they will soar on wings like eagles' (Isaiah 40:31)	
School strengths	
• The Christian vision drives the ethos and practice of the whole school, resulting in a nurturing, supportive and inspiring environment for all pupils and adults. • Aspirational, broad and rich curriculum experiences, including planned opportunities for spiritual development, ensure all have the chance to flourish and grow in a variety of ways. • Collective worship is valued by all as a special part of community life in the school. Pupils and adults are inspired by their various involvements in worship and careful consideration is given to planning and content. • Highly inclusive, equitable policies and processes ensure everyone is valued and celebrated. Pupils have varied opportunities to lead, explore their talents and inspire others. • The school has a good quality religious education (RE) curriculum which is led with knowledge and enthusiasm. Thoughtful decisions have been made on curriculum content and ambitious plans are in place for development. Pupils make good progress, and both adults and pupils value and enjoy teaching and learning in RE.	
Areas for development	
• Ensure all stakeholders have a strong understanding of the Christian concepts and beliefs underpinning the school vision, so that this understanding guides and is embedded in all elements of governance and leadership. • Engage and inspire the flourishing of pupils in worship, through wider and more varied opportunities for children's active involvement and participation. • Consolidate and reflect on new planning and assessment strategies in RE, to improve consistency of pupil progress and flourishing through the RE curriculum.	
Inspection findings	
St Bartholomew's Academy is a school defined and driven by its Christian vision. This is a vision of the whole community working together to ensure everyone has the opportunity to learn and grow in all ways. The inspirational and unswerving leadership team has created a culture of nurture, support and aspiration. The vision is a living reality in practice and decision making, through constant use of the question 'how is this helping us soar?' This leads to transformational flourishing in pupils and adults. The vision of the multi-academy trust underpins and complements the work and priorities of the school. It echoes the importance of going above and beyond for the flourishing of the community. Leadership at trust level encourages and models the hope for all to 'soar' and facilitates	

this through clear support, guidance and development.

Governors are proud of the work of the school and offer clear support and challenge to ensure the highest expectations are maintained. The academy standards and ethos committee (ASEC) has made a considered decision to maintain a Christian ethos subcommittee. This is a key contributor to the strategic life of the school. Regular monitoring and evaluation activities lead to reflection and improvement of Christian character. The way in which the vision drives wider governor conversations is not always explicit therefore not maximising impact on flourishing in the community.

The curriculum at St Bartholomew's is inspirational, broad and challenging for all pupils. The use of the 'international primary curriculum' is a considered choice. This is underpinned by a desire for pupils to open their eyes to the world around them. Careful development of teaching methods and constant reflection ensure the curriculum is impactful for learning and growth. The extra curricular offer for pupils is broad and exciting, and gives everyone a chance to 'soar' doing something they enjoy and are good at. The Trust leader for church school flourishing (LCSF) has worked alongside staff and leaders to develop clear thinking around spirituality and spiritual development. As such, there is a clear shared language around this aspect of school life. The curriculum contains many implicit and deliberate opportunities for activities which enrich pupils' spiritual flourishing.

Collective worship provides a well-loved and valued focus point for the gathering of the community. Carefully planned whole school and class worship is inclusive and offers opportunities for all to participate at their chosen level. Pupils are calm, reflective and engaged in times of worship and value opportunities to plan, share and lead. They report the powerful impact of their own or peers' involvement. However, these opportunities are currently inconsistent and limited mainly to the oldest pupils. Staff reflect on times when worship sessions have profoundly impacted their day, week, or life at home. Worship is enriched by close partnerships with a variety of Christian colleagues. These include the chaplain, clergy from St Bartholomew's Church and the much loved 'open the book' team. Governors, parents and pupils all comment on the inspiration they receive from this variety of role models and perspectives.

There is a profound feeling of positivity and wellbeing at the heart of St Bartholomew's. One parent reports that being part of this school community is like 'receiving a collective hug'. Families say the school goes over and above to not only nurture their children but the wider community too. Close relationships between St Bartholomew's Church and the school pastoral team lead to exceptional provision for families. The church directly supports the breakfast club and helps families make links with the food bank. The recent 'hymnpact' project has seen some pupils join the church choir and find a chance to flourish through music and song. All staff, without exception, feel valued and supported here. They are able to enjoy their work, in a culture where leaders have an 'open door' and workload is carefully considered and managed.

Learning about diversity and equity, particularly through the 'No Outsiders' project has been hugely impactful. For example, dyslexia friendly books purchased for the library now allow some older pupils to enjoy quality texts for the first time. Staff and pupils speak passionately about the need for inclusion of all. School leaders are a living model of what it means to be a 'courageous advocate' in their relentless compassion for vulnerable pupils, families or staff. There are many pupil leadership opportunities and different curriculum subjects explore issues of injustice and inequality. As a result, pupils confidently use their voices to speak out. They talk and write about their aspirations to be agents of change and impact the world in the future.

RE in this school has undergone considerable development and improvement in recent years. This has been closely supported by partnerships with both the diocesan education team and the leader

for church school flourishing. RE is well led and managed. Subject leaders are knowledgeable and have a genuine passion for their subject. They engage with regular continuing professional development and pass this learning on to the wider team. Staff are enthusiastic about teaching the subject using the recently revised scheme of work. Most pupils value and enjoy the subject, developing the skills to think deeply about a variety of religions and worldviews. New systems for planning and assessing progress are not fully embedded and as a result are not yet impacting progress and flourishing in a significant way. All staff are using the new systems and committed to developing them in their practice. The curriculum is well balanced and sequenced and includes a variety of creative approaches.

The inspection findings indicate that the school is living up to its foundation as Church school.

Information			
Inspection date	1 November 2023	URN	141142
VC/VA/Academy	Academy	Pupils on roll	376
Diocese	Salisbury		
MAT/Federation	Diocese of Salisbury Academy Trust		
Headteacher	Daniel Oakes		
Chair	Catherine Hersom		
Inspector	Laura Harris	No.	2202