

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Welbourn Church of England Primary School

Vision

At our caring village school, we believe that we can each make a positive difference in the world. We encourage creativity and curiosity to explore old and new horizons. Together, we work hard, supporting, respecting and challenging each other to succeed. Growing in understanding, we aim to empower voices to become articulate and knowledgeable. Our vision is for everyone at our school to be able to express themselves with confidence and consideration.

Through our understanding of the life of St Chad, children at Welbourn C of E Primary School are encouraged to follow his example by:

- Developing a strong sense of self-belief and empowering their voices
- Learning about old and new horizons and their place within them
- Making a positive difference to the world in which they live.

Welbourn Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The school's Christian vision drives decision-making by leaders, including staff and governors. It can be seen throughout the school, with decisions reflecting the school's ambition for each person.
- Worship is accessible to pupils and staff, and they are encouraged to engage with it. It provides opportunities for them to engage spiritually with real life situations, thus broadening their horizons. .
- Leaders have carefully considered Christian values which are aligned to the school's vision and the example of St Chad. The values are clearly communicated by adults. Pupils demonstrate the school's values in their interactions with each other.
- The school is considered by many as a family, including by staff and parents, in which they are enabled to treat others well. Adults are overwhelmingly positive about the school and how the children are supported according to their needs.
- The vision shapes a curriculum for religious education (RE) which is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse. There is a comparison of key themes and how this is reflected by those with different worldviews.

Development Points

- Embed the school's approach to spirituality for pupils and staff. This is to ensure greater coherence across the taught curriculum and collective worship to strengthen their spiritual development.
- Encourage pupils to identify and articulate where they see injustice more widely. This is to extend opportunities for them to respond in a way that challenges injustice by making ethical choices.



Inspection Findings

Welbourn Church of England Primary School's Christian vision can be seen being lived out through the actions of adults and pupils across the school. The vision has been developed in consultation with a wide range of people within the school community. It is related to the life of St Chad, from whom the local church takes its name. Through this link, the vision is meaningful and well understood by pupils and adults. Christian values have been identified which align with the vision well, with the example of St Chad and biblical teaching. Many people within the school community refer to it as a family, including staff and parents. The love and support that is shared is seen, lived and experienced on a daily basis. The school's vision and values are clearly seen in decisions taken by leaders, including governors. For example, decisions about staff recruitment and deployment reflect the vision. The three core elements of the vision, inspired by St Chad, impact positively on the choices made by members of the school community. This includes staff, governors, pupils and parents and carers. Pupils and staff can articulate a secure understanding of the school's values. In conversations with adults, pupils demonstrate how the vision and values have a positive impact on their actions.

The taught curriculum has been thoughtfully developed to provide pupils with a wide range of learning opportunities. Leaders ensure that the curriculum has a strong emphasis on the United Kingdom and wider world. This includes contrasting localities, understanding diverse beliefs and attitudes in the past and living in the wider world now. The school is in the early stages of implementing a new approach to spirituality within teaching. This is evident in RE, but it is not developed in other subjects. The small staff team and external providers ensure that there is a range of opportunities for pupils to flourish, including those who are disadvantaged. The wide variety of clubs includes arts and sports, as well as educational visits.

Collective worship supports pupils and adults in their spiritual understanding and growth. Opportunities for spirituality are provided within worship. Pupils know that this gives them time and space to reflect on their own actions and the beauty within God's created world. They also reflect on how others can be supported and on things which cannot be seen but affect how we live. A framework for spiritual thinking has recently been adopted. Some pupils can articulate this, but the approach is not embedded. They engage well with worship through moments of reflection. The school's Christian values are also explored in worship. They are regularly related to real-life events. Pupils know collective worship supports them to develop their understanding and application of the school's Christian values. For example, equality was explored through a current news story in worship led by pupils. Pupils in the school's worship council lead worship each week, enhancing pupil engagement.

The sense of family is very evident. Pupils, staff, parents and carers, governors and members of the local community have strong, mutually supportive relationships. These are guided by the school's vision and values. Through pupil interactions, they show compassion for one another. They share learning ideas and resources, as well as including each other in play. Staff in school demonstrate equality and equity as they strive to ensure that they meet the needs of each pupil. The careful consideration of pupils as individuals is greatly appreciated by parents and carers. This includes when pupils are new to the school and when pupils have additional needs. It is also shown through practical support for families, such as the availability of uniform and a breakfast club. Staff demonstrate generosity in the ways they support each other. They speak of significant planned and spontaneous acts of kindness that support their wellbeing. Governors are careful in their stewardship of funding and resources. They carefully consider challenges being faced by the school. This includes taking account of the wellbeing of pupils and staff. The local church extends a warm invitation to staff, pupils and parents and carers when they are visiting



for services and educational visits. Its members serve the school by leading some of its acts of collective worship, together with the Joy Foundation. In each of these ways, adults and pupils demonstrate that they treat each other well.

The curriculum for RE has been developed to incorporate key themes of injustice and ethical choices well, such as care for the wider world. This enables pupils to consider injustice and how this might be challenged by individuals or groups based on their faith or worldview. Opportunities to build this understanding in the wider curriculum are not taken. As a result, pupils do not fully consider how they can make a positive difference in the world through their choices. However, when given the opportunity, pupils are able to reflect on this and articulate appropriate ethical choices. They understand why they are supporting the health and education of pupils in Uganda for example. Identifying injustice is not modelled to pupils often enough. Therefore, they rely on adults to identify injustices before considering the choices they might make.

The RE curriculum is shaped by the school's vision, in line with local guidance. It reflects leaders' proactive engagement in relevant partnerships. An example is the focus on belonging. Pupils learn how others engage with faith as part of communities. By considering their own special places, they develop an understanding of how others value and use religious spaces and buildings. Key themes within the curriculum reflect the core elements of the school's vision. The level of challenge is appropriate, and the curriculum is well sequenced. Pupils enjoy learning about a range of faiths and worldviews. They can articulate how their learning builds over time, such as key life celebrations across different religions. This supports the broadening of the pupils' horizons. The curriculum is enriched by visits to St Chad's Church and other places of worship. By engaging well with the local authority and diocese, leaders ensure that the school stays up to date with current ideas about best practice in curriculum development.

Information

Address	High Street, Welbourn, Lincolnshire, LN5 0NH		
Date	1 May 2025	URN	120542
Type of school	Voluntary controlled	No. of pupils	77
Diocese/District	Lincoln		
Headteacher	Anna Ingamells		
Chair of Governors	Sabrina Smith		
Inspector	Vincent Hampton		