

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Wymondham Church of England Primary School

#### Vision

Achieve through enjoyment and excellence

“Have love for one another, a tender heart and a humble mind.” 1 Peter 3:8

Wymondham 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.

#### Notable Strengths

- The school’s Christian vision to ‘achieve through enjoyment and excellence,’ underpins school life. It is enabling pupils and staff to flourish.
- Driven by their vision and supported by Rise Multi-Academy Trust, leaders have developed a curriculum that reflects the context of the school. This is helping pupils to enjoy learning and succeed.
- Collective worship is carefully planned and developed. Leaders ensure that pupils have opportunities to reflect on how their decisions can impact on themselves, the community and the created world.
- A culture of care and support permeates throughout the school and is modelled well by staff. This means that pupils and adults feel safe, happy and cared for.
- An ambitious curriculum supports the teaching of religious education (RE). It is well sequenced and includes an appropriate range of religions and worldviews.

#### Development Points

- Ensure that teaching and assessment in RE focuses on the most important knowledge within the subject. This is so that pupils remember significant events and concepts for a range of religions.
- Ensure opportunities for spiritual development are planned for across the curriculum. This is to enhance pupils’ spirituality and enable them to reflect on their actions, their community and the world in a wide range of contexts.



## Inspection Findings

### Vision and Leadership

Wymondham Church of England Primary School is a small school with an ambitious vision for its pupils, families and staff. It is rooted in biblical teaching and it is well-matched to the pupils and community. The vision complements that of the trust, with the success and achievement of pupils central to them both. The school's values are driven by its vision. Leaders bring them to life by modelling them well to adults and pupils alike. As a result, individuals show respect, kindness and helpfulness towards each other. Leaders support staff and pupils through a partnership with another school. Joint school visits widen opportunities and increase enjoyment for pupils. Through peer support and training across the partnership, staff share high-quality practice that supports improvement across the school. Governors know that the vision is making a difference to pupils and staff. Visits into school and careful consideration of information they receive, enable them to challenge and support leaders. They ensure that the vision remains central to decision making and that pupils achieve well and flourish.

### Vision and Curriculum

School leaders are supported by the trust to ensure the curriculum reflects the context of the school and the community it serves. This helps to increase pupils' engagement, as it is relevant to them. The vision and values are central to leaders' thinking about the curriculum. They work hard to ensure pupils enjoy their learning and fulfil their potential. Bespoke provision and support for pupils with additional needs enables them to learn alongside their peers. Staff know pupils well and plan adaptations and a wide range of learning experiences matched to their needs. Carefully chosen visits and visitors bring learning to life and deepen pupils' knowledge and understanding. Extra-curricular activities broaden the experiences which pupils enjoy and support their development. Opportunities for spontaneous moments of spirituality are evident in some lessons. However, these are not consistently planned for across the curriculum. This means that opportunities for spiritual reflection are missed.

### Worship and Spirituality

Collective worship plays a central part in the school day. It is carefully planned by leaders to reflect the vision and values, as well as Anglican traditions and seasons. Opportunities within worship enable pupils across the school to participate meaningfully. They respond well in different ways, including through prayer and reflection when invited to do so. This supports their spiritual development. Worship helps pupils to understand the values and explain what they mean in an age-appropriate way. Older pupils articulate how they demonstrate love for each other, with 'a tender heart and a humble mind.' They are able to give examples of the ways people show respect for others and for the environment. This was particularly evident in their response to the story of the Good Samaritan. They reflect on their own actions and those of others, as a result of what they explore in worship. This helps pupils to make good choices in terms of behaviour. They also understand how they can make the world a better place. Leaders monitor the impact of worship through discussions with pupils and staff. As a result, they know that it is making a positive difference. Parents value their opportunities to attend worship at school and at the local church. Through its connection with the church, the school extends its links with the local community. In coming together in this way, leaders foster a sense of belonging.

### Vision and School Culture

The school's Christian vision is lived out by pupils and staff in their daily life. They treat each other well, and behaviour consistently reflects the values. At unstructured times pupils look out for each other regardless of age, building friendships across year groups. They are keen to play their part in looking after equipment and the environment. In lessons, they engage well with learning. Through their interactions with others, staff model the values, enabling pupils to build kind and respectful relationships. Pupils and other members of the school community feel welcomed because of this outworking of the vision. The buddy system, developed by the school council, shows this in action as new pupils are supported by peers. Pupils feel valued because their wellbeing is



given a high priority. Effective support is offered by staff when needed. Parents are treated well, as partners in pupils' education. They are able to approach staff with concerns, knowing that they will do what they can to help. Parents enjoy coming into school to share events and celebrations. Mental health and wellbeing of pupils and staff is given clear priority by leaders. They routinely take account of staff and their workload alongside the trust. Governors work with leaders to ensure the impact of change is supportive.

#### Vision, Justice and Responsibility

Through collective worship and the taught curriculum, pupils are given opportunities to identify injustices and explore ethical choices. In the curriculum they consider the rights of all and respect for others and how individuals champion this. This supports them to consider how people relate to each other with a 'tender heart and humble mind'. As a result, pupils show each other kindness in class and on the playground. They know how to help themselves and others to stay safe. Because they understand that human activity impacts on the environment, they are keen to make a positive difference. Examples of this include planting bulbs and litter picking in the local area. Pupils show respect to others because they understand how individuals can make a positive impact on other people. They bring forward ideas to the school council that demonstrate helpfulness. Pupils and staff are keen to participate in local and national events, such as the Santa Run. Through such activities, pupils know how others need support in different ways.

#### Religious Education

Leaders ensure RE has a high profile across the school. The curriculum is well planned and sequenced to build learning over time and reflects the needs of pupils. It includes a variety of religions and worldviews with an appropriate focus on Christianity as a diverse and global religion. The level of challenge is high, enabling pupils to explore concepts such as incarnation and temptation. The curriculum helps pupils to understand how faith impacts on people's choices. For example, younger pupils consider how Muslims' actions are guided by the five pillars of Islam. Older pupils learn that within religion there can be diverse views. For instance, they explore the similarities and differences between orthodox and progressive Judaism. Resourcing supports the curriculum effectively, with relevant artefacts and religious texts. Leaders and the trust support teachers in curriculum planning and training on its content.

Leaders monitor the quality of teaching to ensure it effectively supports pupils' learning. Teaching enables pupils to learn that beliefs support people in their decision making. Pupils enjoy RE because teaching is engaging. Opportunities are provided for pupils to explore 'big questions' which help them to think more deeply. Pupils demonstrate their learning during each topic and teachers revisit religious stories and events. However, there is not enough focus in lessons or assessment on key concepts within the curriculum. As a result, pupils do not always remember the most significant knowledge and ideas from religions and worldviews.

## Information

Address	Glebe Lane, Wymondham, Melton Mowbray, Leicestershire, LE14 2AF		
Date	26 January 2026	URN	140909
Type of school	Academy	No. of pupils	34
Diocese	Leicester		
MAT	Rise Multi-Academy Trust		
MAT Chair	Stephen Adshead		
Headteacher	Amanda Scott		
Chair of Governors	Sarah Tookey		
Inspector	Vincent Hampton		