

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Julian's Church Primary School

Vision

'I came that they might have life, and have it abundantly.' (John 10: 10)

Abundance denotes something that is beyond what is expected, and in every direction. Jesus didn't come to just give us life, but life to the fullest. At St Julian's an abundant life is about enabling children to flourish physically, intellectually, spiritually, socially, and culturally – educating the whole person.

The Christian vision of St Julian's nurtures everyone's unique gifts, talents, and character (Aim high – Believe) so that they can go on to live the whole of life in all its fullness, embracing their own distinct contribution for the flourishing of themselves and the wider community (Succeed).

Strengths

- There is a highly relevant Christian vision and set of values lived by the whole school. This has a clear impact on personal and community life.
- There is mutual and substantial benefit evident through the Midsomer Norton Schools Partnership (MNSP). Trustees, governors, and staff are an effective team with a strong commitment to the vision and church school distinctiveness.
- There is thorough and extensive provision for pupils with special educational needs and/or disabilities (SEND). As a result, the needs of learners are successfully met.
- Collective worship is arranged to support an understanding of the school's Christian values. The impact of this is seen in the lived actions and good behaviour of the pupils.
- Well planned religious education (RE) teaching produces pupils who speak confidently about faith matters. The high-quality curriculum ensures development in a relevant context.

Development Points

- Enhance the understanding of spirituality through identifying rich opportunities in all curriculum subjects. This is to show that spirituality pervades all areas of life.
- Deepen knowledge of the global diversity of Christian practice. This is to strengthen understanding that Christians may approach belief and worship in a variety of ways.



Inspection Findings

The school has a strong Christian vision clearly lived by staff and pupils alike. This is shared with, and supported by, membership of the MNSP. The policies of this Trust complement the vision and ensure it is relevant to the community. Pupils know the values derived from the vision very well and enthusiastically put them into practice. As a result, their lives are enriched, and they flourish well. MNSP provides mutual and substantial benefit in the sharing of good professional practice. In turn this support promotes professional confidence amongst leaders. A highly committed group of trustees and governors regularly monitors the impact of the vision. This is evident in minutes and reports from visits. Governors speak of a strong, collaborative Christian culture in their meetings. The school leadership has a clear strategic view of development as a Church school as a result of monitoring and evaluation. School improvement is a particular focus of MNSP. There is a good relationship with the Diocese of Bath and Wells with use made of support and training from the education team. The impact of this is seen in effective delivery of collective worship and RE.

The vision encourages a broad curriculum seen in the wide range of knowledge displayed by the pupils. They readily and confidently speak about their knowledge linking it to the values expressed by the vision. Pupils indicate their interest through quick and lively responses to challenges and questions. This extends to all learners, including those with SEND. Outstanding provision for educating SEND pupils is evident through their obvious engagement and enjoyment of learning. Pupils are reflective learners. A range of spaces, including a library and the emotional literacy room, support them in this. A shared understanding of spirituality is evident and described in a variety of ways. Pupils readily speak of 'wow' moments in their lives, and this has an impact on their written work too. However, there is limited identification of rich spiritual development opportunities in all curriculum subjects.

Collective worship is well organised, and has clear impact seen in the reflective responses of pupils. It links with the vision considering each of the values derived from it. Pupils are encouraged to be involved in a variety of ways, such as drama through the 'Open the Book' team. Visits from the team are especially popular, and the impact of their work is seen in confident biblical knowledge. Invitational prayers are regularly included in worship. Alternative ways of using the time suggested for those who might not want to pray. Informal monitoring and evaluation of collective worship through pupil reactions and thoughts have an impact on future planning. Pupils have an impressive knowledge of Bible stories linked with the vision and values. Their reflections show the impact of worship on developing spirituality, and they have a range of ideas on how this might be expressed. They are familiar with the idea of 'Windows, Mirrors, Doors,' and talk readily about a sense of awe and wonder. Pupils are particularly familiar with the local church building through weekly visits, and the celebration of festivals. Parents also attend the special services and say there is often only standing room. Spiritual development therefore extends to the wider community. Pupils are inspired through worship to reflect on their lives and put the school's Christian values into action.

The vision promotes the idea of interdependence, and as a result pupils care for one another. They behave well and are very considerate. The weekly gardening club is a lovely example of this as pupils work together to enhance the school environment. The idea of responsibility is promoted through a wide range of pupil leadership opportunities. Outdoor play and learning (OPAL) rangers and 'core value leaders' are examples of this. Pupils readily put themselves forward and perform their duties enthusiastically. Impact of this is seen in the Platinum OPAL award that the school holds. A number of available calm spaces support pupil wellbeing, particularly the outdoor spiritual garden. Pastoral care in this school is outstanding. All staff speak of how the supportive community helps their mental health and wellbeing. In addition, the Trust provides further support, and a helpline and other services are an example of this. Support for pupils, parents and carers is evident through caring staff. Parents also value communications from the school, so that they feel involved in school events. They speak



enthusiastically of the Church school ethos and its impact on their children, especially in terms of moral compass.

Pupils understand fairness as part of the Christian quest for justice. They readily link this with the idea of Christian kindness expressed in the vision. 'Fairness isn't about treating everyone the same, it's about meeting everyone's needs,' is the way one pupil expresses this. Pupils speak about their support for the local food bank and other local and national charities they promote. They have a strong sense of community, and this is evident in their expressed understanding of the word 'agape.' This sense of love and compassion for the wider community is something which they readily speak about. The school council and other pupil leaders play a strong part in this through their activities. However, there is limited understanding of how pupils might be agents of change at a broader level.

RE is very well organized and is a particularly strong feature of the school. The impact of diocesan training and use of the local RE hub is evident in an engaging and effective curriculum. The Trust also resources and strongly supports professional development through sharing of knowledge and expertise. RE has a clear impact on the lives of the pupils and their spiritual development. They understand the effect that religion might have on peoples' lives. Pupils enthusiastically engage with the challenging and relevant curriculum. As an example, they readily talk about the need to understand people through their differing faith perspectives. This is evident in the 'Widening Inclusivity In RE' (WIRE) award the school holds. Pupils enjoy explaining the significance of religious symbols as part of a diverse programme of study. They are confident with their knowledge, and work in books shows an accurate and well-sequenced curriculum. They understand Christianity as a living faith and their school vision as an expression of it. There is some understanding of Christianity as a multicultural world faith, but this is not fully developed. Pupils are only vaguely aware that Christianity might look different in other countries. This limits their understanding of the variety of Christian practice. Regular monitoring of RE through a colour coded marking system ensures teachers know how and what pupils are learning.

Information

Address	High Street, Wellow, Bath. BA2 8QS		
Date	17 October 2024	URN	146396
Type of school	Academy (Inspected as Voluntary Controlled)	No. of pupils	110
Diocese	Bath and Wells		
MAT	Midsomer Norton Schools Partnership		
Headteacher	Isobel Mills		
Chair of Governors	Kerrie Courtier		
Inspector	Jeremy Hellier		