

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Seagry Church of England Primary School

Vision

Growing together in belief, knowledge and wisdom.

‘I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit.’ John 15:5

Our vision at the Vine Schools, is for all of our children to be inspired to grow spiritually, intellectually and personally through our nurturing school community; a network of students, teachers, parents and the wider local communities of which the schools are part.

Seagry 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

- Adults and pupils have a clear understanding of the school’s Christian vision. They experience the impact of the vision daily in their relationships and learning. Consequently, people are enabled to grow together in belief, knowledge and wisdom.
- An equitable and inclusive culture is appreciated by adults and pupils. They enjoy enriching relationships, which particularly support those with special educational needs and/or disabilities (SEND).
- Leaders, including governors, share a determined focus to promote good mental health and wellbeing. This effectively helps individuals during challenging times.
- The leadership of collective worship is highly effective. The carefully planned provision enriches lives for adults and pupils, growing individual spirituality.
- Partnerships enrich daily life for adults and pupils, who benefit from the expertise that surrounds the school. High quality input from The Blue Kite Trust, governors, local church and the diocese enhances the quality of curriculum and worship.

Development Points

- Building on best practice, develop pupils’ religious literacy as they progress through the school. This is so that pupils are enabled to fully express their written ideas.
- Identify opportunities for spiritual development across the school curriculum. This is so that pupils are encouraged to deepen their personal spirituality across their wider learning.



Inspection Findings

Seagry Church of England Primary School is inspired by its Christian vision. Pupils and adults readily understand the metaphor 'I am the vine and you are the branches.' Jesus provides strength as the vine, the school community benefit as the branches. Leaders, including governors, actively nurture the positive culture, pupils and adults feel safe to be themselves. This inclusive, partnership-based approach builds tangible confidence. Multiple stories of success underpin this school community, where people are prioritised and feel welcomed. Proud of their school and teachers, pupils are empowered to aim high. School gatherings are inclusive and highly regarded, they amplify ambition for all in growing holistically together. Parents speak of an enthusiastic culture where Seagry meets children where they are, socially and academically. This is extended to staff, who directly benefit from the deliberate attention to wellbeing and development from leaders. Governors are proud to evaluate the impact of this Church school. They understand that pupils' spiritual development is just as important as their physical and academic growth.

The curriculum is inspired by the vision, with the ambition of growing wisdom alongside knowledge. Spiritual development is understood as a personal journey, connections are made between self, the world and beyond. Big questions open thinking for pupils, introducing challenging concepts. Through the lens of empathy, pupils develop the ability to understand and share the feelings of another person. They see the world through the themes of gratitude, resilience and self-awareness. Pupils with SEND are fully embraced within learning. Access and inclusion are a priority for leaders. Diversity is promoted through studies from global religion. Outdoor 'wild church' experiences help nature, geography and wonder connect. Pupils enjoy deep thinking, where pupil parliament, writing and art competitions develop personal interests. These opportunities widen pupils' outlook beyond their immediate school community. Leaders identify curricular strengths and cascade these across schools within the Vines Schools partnership. Examples include language enrichment and Year 6 pupils from different schools coming together to learn. Curricular enrichment through sport, singing, culture and life skills secure further spiritual development in pupils.

The leadership of collective worship is exceptional. Trust, church and school leaders provide expertise, which makes the vision a living reality in providing sound opportunities for reflective worship. Daily gatherings are deliberately inclusive, invitational, and planned with care to be uplifting and inspiring. Everyone is welcomed to worship with respectful encouragement, where adults admirably support pupils. Both speak of the benefit of these occasions. Accurate teaching of the Gospel and considered thought given to questioning allows pupils to easily explore key ideas. Pupils use the model of 'windows, mirrors and doors' to consider the learning for themselves, others and beyond. Governors actively support and evaluate worship. They work alongside the pupil worship council to write prayers and lead discussions that enable others to reflect upon the themes of worship. Global Christianity is respectfully understood. Pupils enjoy 'journeys across the world' to understand how culture and tradition can differ within shared religion. Reflecting deeply on these differences, pupils and adults celebrate variety. The impact of worship and prayer is powerful in pupil voice, and a key contributor to their spiritual flourishing.

Leaders work hard to establish an atmosphere where belonging and shared responsibility are consistent features. This is strengthened further by the trust, where active effort connects leaders to enhance professional learning and wellbeing. Strong partnerships extend though the church, connected lay ministers and governors who actively contribute to the culture. They support wellbeing and add to the evaluation of impact, strengthening this church



school. Adults are well supported, this enables them to better champion pupils in their learning and wellbeing. They report that they enjoy coming to work, because leaders are kind, communicative and personable. Examples of flexible working and mental health support give space for adults to grow further strength during difficult times. Togetherness is a notable feature when implementing change, there is open discussion and targeted professional development. Pupils enjoy a 'happy mind' curriculum, where taught strategies fortify them. They use their maturity to understand why some pupils have different learning, or behave in different ways, and embrace them in events and play. Guided by the school values of generosity, respect, acceptance, perseverance, empathy and selflessness, pupils demonstrate secure character and attitudes. This contributes to a warm and calm atmosphere.

Growing together in knowledge and wisdom provides a strong foundation for pupils to become well-rounded citizens. They confidently examine justice-related issues, expressing insightful opinions on global challenges. Class floor books give further opportunities for pupils to understand the vision. They vote democratically, for example in shaping a vision where food is equitably shared, ensuring everyone has access to nourishment worldwide. Pupils are developing understanding that those with power are able to use it wisely. They encourage each other to act with kindness and to be welcoming to all, for example, in play. Families feel supported and know if help is needed, staff will work in partnership and seek a resolution. Parents share in the responsibilities of the school community. For example, they have refurbished the library, meaning pupils again benefit from the space. Pupils thrive both socially and emotionally in mixed-aged classes. Younger pupils are aspirant to match the achievements of the older, and older pupils are trusted with mentorship of the younger. Together, they embrace local activities such as pancake races and caring for shared community spaces. Pupils thrive with the responsibility of helping at the school-hosted toddler group. Seagry benefits from the unwavering and effective support it receives from Bristol Diocese. Leaders draw on the diocese's expertise to enhance Seagry as a Church school and share the results across the school community. This then extends into the new trust Seagry has joined.

The religious education (RE) curriculum is at the heart of the school. Commitment to learning about different beliefs is an investment in pupils, to secure diverse perspectives. As one pupil commented, 'it is important that we know about difference before we see it, then we can understand.' The skilled subject lead cascades their knowledge to staff, drawing on a range of partnerships and their own expertise. The curriculum is effectively organised to ensure diversity and levels of academic challenge. Older pupils have secure religious literacy, this is not yet as secure in younger pupils. In studying the events of Holy Week, pupils use this to comparatively express how Easter can be a mournful, yet also a joyous occasion. Curricular delivery is enhanced by retrieval opportunities to support pupils to remember more, enabling comparison and contrast. Key themes are tracked across world faiths to make sure concepts are embedded and reinforced. This is aiding pupils in developing their tolerance of global difference, as the vision intends.

Information

Address	Upper Seagry, Chippenham, SN15 5EX		
Date	10 March 2025	URN	142318
Type of school	Academy inspected as Voluntary Controlled	No. of pupils	32
Diocese	Bristol		
MAT	Blue Kite Academy Trust		
Headteachers	Shaun Carter Sam Austin		
Chair of Governors	Anthony Slack		
Inspector	Faye Kitchen		