

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Winsham Primary School and Pre-School

Vision

One community where we cultivate, grow and flourish together.

“They shall spring up among the grass like willows by flowing streams.” Isaiah 44:4

Exploring, aspiring, growing, and celebrating together.

The Parable of the Sower is the story that underpins our vision. As the parable tells us, the seeds need soft, fertile, good soil to flourish. We believe the school community is preparing the foundations for our children to grow into the best versions of themselves.

Winsham Primary School and Pre-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, underpinned by that of the trust, permeates all aspects of school life. It is clearly articulated by pupils and adults alike and lived out, with conviction, daily. This enables them to ‘grow and flourish together’ to become the ‘best version of themselves’.
- The curriculum, relentlessly driven by core character values, is closely aligned with the school and trust vision. A clear focus on educating the whole child, including those who are vulnerable or disadvantaged, is transformational and enables pupils to flourish.
- Relationships throughout the school are very strong. They are built on the values of dignity, respect and compassion. As a result, pupils and adults know they are valued as individuals and part of the school family.
- Collective worship is central to the life of Winsham. Older pupils play an active role in planning and leading worship as part of a chaplaincy team. This enriches the spiritual flourishing of pupils and adults.
- Partnerships significantly enhance the capacity of this small school. The strong relationship between school leaders and the trust sensitively balances independence and support. This enhances the work of the school and its Christian foundation.

Development Points

- Develop a deeper understanding of spirituality, identifying opportunities for pupils to advance their personal spirituality across the curriculum. This will enable pupils to develop a more profound sense of self, others, the world and beyond.
- Further develop pupils’ understanding of courageous advocacy and justice, enabling them to become agents of change beyond themselves and their local area.



Inspection Findings

Winsham Primary School and Pre-School is a welcoming, nurturing and inclusive environment. The recently renewed Christian vision firmly drives the work of the school and permeates all aspects of school life. Created in partnership with staff, pupils, parents and the wider community, the vision is clearly articulated, understood and enacted. It carefully reflects the rural context of the school and is enhanced further by the vision and core character values of the trust. Underpinned by the Parable of the Sower, pupils and adults talk with conviction about the relevance of the vision to their daily lives. Pupils proudly explain how their school provides them with the firm foundations from which they can grow. For example, weekly 'shout-outs' during celebration worship, linked to the vision and values, inspire pupils to 'be the best version of themselves'. To enhance the vision, pupils and staff renamed their classes and houses after flowers and trees referenced in the Bible. This endorses the determination of the school to provide the deep soil required for 'one community where we cultivate, grow and flourish together'.

The school's vision sits at the heart of the curriculum. Developed with the trust, it sets out to cultivate the whole child through enquiry-led learning. This provides opportunities for pupils to grow and flourish as they expand their knowledge and develop an understanding of themselves as learners. The chance to explore ways of expressing their learning through journaling inspires pupils. It fosters core character values such as drive, determination and confidence. Opportunities to reflect and develop spiritually are also provided. Staff and pupils have a shared understanding of spirituality and use a common language to explore a wider dimension. Some pupils express how learning outdoors makes them feel closer to God. However, a broader sense of spiritual development is not fully embedded. Staff are aspirational for their pupils and there is a resolute desire for pupils to succeed and achieve their potential. The school knows its pupils well and creates a highly inclusive, adaptive and nurturing learning environment. As a result, pupils feel safe and respected. Pupils who are vulnerable and/or those with special educational needs and disabilities (SEND) thrive alongside their peers. For some pupils this can be transformational as they are 'drawn out of their shell' and given the confidence to try new things. Pupils' understanding of their locality and the world beyond is broadened by carefully planned enrichment opportunities. These new experiences enable them to live life in all its fullness.

Collective worship is central to school life at Winsham. It has a clear impact on the spiritual lives of pupils and adults. Shaped by the school's Christian vision and values, worship is carefully planned and follows a familiar, invitational routine. Staff and pupils cherish this time as it strengthens their sense of togetherness and enriches their lives. Staff welcome the opportunity to stop and reflect on their own lives and experiences. Bible stories are often explored to enable staff and pupils to flourish spiritually. They reflect on how Christian messages such as forgiveness, love and compassion apply to their own lives. Older pupils, supported by the diocese and local church, run a chaplaincy team. They take an active role in writing prayers and leading regular church services. They perform this role with reverence, enriching the spiritual development of themselves and others. Christian groups lead story time at the church, which further enhances pupil engagement. Parents note that pupils are often inspired to discuss the key messages of worship at home. As a result, their spiritual flourishing extends beyond school and into the wider community.

Relationships throughout the school are very strong. They are built on the value of love which enfolds the school family. The vision encourages all to live harmoniously in an inclusive, dignifying and equitable culture. Pupils, leaders, staff and parents speak passionately about how they feel valued. This is because they are treated as individuals, with respect and compassion. The many nurturing interactions amongst pupils and adults is evidence



of this. When faced with challenges, especially associated with relationships, pupils are encouraged to draw upon Jesus' teachings. This helps them to develop empathy and forgiveness as they navigate towards reconciliation. Leaders are highly committed to ensuring that wellbeing and enabling good mental health are a priority for pupils and adults. This is central to the school's work. A range of strategies are in place to offer practical support, endorsing the Christian message of love to all, especially for those who need it the most.

The school's vision creates an active culture of responsibility. This is borne out through the pupils' involvement in the chaplaincy team, as well as their day-to-day interactions. Older pupils talk about how they look after younger pupils and seek ways to ensure they feel included. For example, they decided to stop keeping score during football at playtime to enable everyone to enjoy the game without the pressure of winning or losing. Within collective worship and across the curriculum, pupils are urged to 'walk in the shoes of others' and explore empathy. Bible stories support them in considering how some people, such as refugees, experience prejudice today. They understand how this might make people feel and relate this to their own life experiences. In order to positively impact the lives of others, pupils have recently participated in an act of kindness initiative. Although they are encouraged to consider issues around courageous advocacy and justice, this is not fully developed. Opportunities to make a difference are therefore limited and often adult led.

The leadership of religious education (RE) is strong and it has a high profile across the school. The curriculum has recently been revised and aligned with RE teaching across the trust to enable greater collaborative working. The curriculum is thoughtfully planned to ensure pupils access a carefully sequenced programme of learning. This enables them to build on prior knowledge, skills and concepts. A range of religious and non-religious worldviews are taught, including Christianity, Islam and Humanism, fostering an appreciation of diversity. Pupils have the opportunity to ask thought-provoking, philosophical questions. By doing so, they consider the impact of worldviews on the living, believing and thinking of themselves and others. Continuing professional development, led by the diocese and trust, effectively equips staff to deliver the curriculum with appropriate knowledge, confidence and enthusiasm. Leaders, including trust members, carefully monitor and evaluate the implementation and impact of the RE curriculum. This supports the ongoing development of the subject. Pupils talk enthusiastically about RE. They consider it important as it helps them to understand their own beliefs and to respect the beliefs of others.

Information

Address	Winsham Primary School and Pre-School, Church Street, Winsham, Somerset, TA20 4HU		
Date	25 June 2025	URN	147024
Type of school	Academy	No. of pupils	30
Diocese/District	Bath and Wells		
MAT/Federation	Academies for Character and Excellence (ACE)		
Headteacher	Tina Legg		
Chair of Local Advocate Board/Trust Board	Lauren Legg and Cheryl Weyman		
Inspector	Jayne Peacock		