

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Feering Church of England Primary School

Vision

Feering aims high, promoting a love of life and learning in all. We take care of each other working in partnership with families, the church and wider community.

“Your word is a lamp to my feet and a light to my path.”

Psalm 119:105

Feering 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 learning for life behaviours exemplify its Christian vision in a manner that helps pupils and adults understand it. The vision is a lived reality of how messages in the Bible guide pupils and adults in their choices.
- Staff lead a skilfully developed curriculum, which is driven by the Christian vision. It is tailored to the community and its priorities.
- The vision enables adults to create a culture where people are treated well. The wellbeing of pupils and adults sits centrally to the work of the school.
- Leaders ensure that a well-planned, sequenced and balanced religious education (RE) curriculum is delivered for pupils. They prioritise curriculum review and resourcing.

Development Points

- Develop recently formed partnership work to enhance a culture of diversity. This is to enable pupils to recognise and celebrate their place in a global community.
- Refine staff subject knowledge of religious and non-religious worldviews. This is to enable pupils to respond with precision and confidence in their learning.



Inspection Findings

Feering's Christian vision of loving life is characterised through their learning for life behaviours. These exemplify ways to live well. Leaders ensure that links are made to Christian values of living well together, such as forgiveness, honesty and self-control. An underpinning psalm outlines how staff use Bible stories to help pupils understand the choices open to them. This is reinforced by carefully matched stories that are shared throughout aspects of the life of the school. In addition, reward structures are aligned with the learning for life behaviours. This leads to pupils and adults caring for each other and working collaboratively. The trust shares the school's vision and it informs decision making. It is upheld most clearly through the aspect of partnership with the other school in the trust. This is evident in how leaders have structured leadership across schools and in how staff share regular joint training. As a result, staff benefit from strong opportunities for professional development. Leaders involve pupils, parents, staff and trustees in school development, for example in the creation of the vision. As such, the actions of adults and pupils reflect a clear focus on partnership, care and considering the right path.

Collective worship is driven by the vision, with the Bible used to guide pupils and adults. Taking a focus on storytelling, pupils and adults reflect on values such as love, generosity and peace. Staff weave Bible stories into worship. They plan careful questions to promote pupil reflection. Collective worship provides pupils and adults with opportunities to listen, ponder and contrast ideas. Invitational prayer and stillness are included as ways to promote spiritual development. Prayer has a high profile in the life of the school. Pupils write and share their prayers in collective worship. Leaders ensure that the themes of worship are understood throughout the school. Class and communal reflection spaces reinforce themes from whole school sessions. Questions, images and interactive activities reinforce weekly ideas and encourage further reflection. Inclusion of details about worship in the newsletter allows a wider audience to engage with and understand worship. School leaders foster a positive relationship with local church leaders. This includes regular worship sessions at school and church services for harvest, Mothering Sunday and Christmas. This strong relationship and involvement in worship enhance pupils' spiritual experiences.

RE is prioritised as a subject. It is taught regularly and pupils talk with pride and enthusiasm about their learning. The RE curriculum is diverse in ensuring that a range of world faiths are explored and compared. Learning in RE helps pupils to understand that there are a number of different ways to examine faith and belief. This means that they are able to understand and value the beliefs of people, linking these to their actions. Pupils are particularly well equipped to explore and debate big questions through a focus on philosophy. As a result, they respect others' viewpoints and take inspiration from the thoughts of others. Staff do not have full confidence in their subject knowledge about a range of religious and non-religious worldviews. This means that pupils are not able to be precise when explaining in detail how beliefs are interpreted differently within a religious tradition.

Leaders have carefully planned opportunities to equip pupils with the tools to speak about topics of interest to them. For example, there is teaching about empathy, including others and debating big questions in philosophy. Pupils' voices contribute to improvements within the school – for example through an Easter enterprise project. School council and pupil voice sessions equip staff with insightful feedback about curriculum subjects. This enables leaders to make meaningful changes to provision. A programme to teach public speaking aims to support pupils to speak clearly and articulately. Combined with the empathy and philosophy-based approaches, pupils have some ability to speak out about injustice. This has taken the form of artwork, charitable donations and letters, for example to a local MP. Pupils do not have a secure understanding of their position in a diverse global community.



Leaders have begun to address this in practical ways such as through recent partnership projects with contrasting schools, including overseas. However, a clear understanding of the implications of living in a diverse society is not embedded within the school.

The curriculum is moulded from the aspiration to love life and learning. Pupils receive a skilfully designed offer that goes beyond the academic. Informed by the vision's supporting psalm, creative use of storytelling guides pupils. This leads to pupils' actions being informed by the texts and messages they cover. The curriculum is linked to the learning for life behaviours. This means that pupils are able to reflect on morals, choices and values, providing them with some opportunities for spiritual development. Leaders have expanded the definitions of the learning for life behaviours to include aspects of spirituality. These include advice to reflect, have hope, and to be guided by faith. This leads to pupils growing spiritually through their experience of the curriculum. Pupils, including those with additional needs or who are vulnerable, make progress because their needs are met through appropriate support and opportunities. For example, staff tailor activities to individual pupils' interests, in order to motivate them.

Pupils and adults are treated well in a community of care and partnership. Strikingly strong relationships resonate throughout the school. Staff prioritise help for pupils who need it, which parents recognise and value. As such, adults and pupils benefit from this approach to teamwork. Pupils can access additional individual support for wellbeing and personalised support from school staff. Adults act as role models, living out the vision. Pupils behave well, showing respect for each other as a priority. Positive behaviour is praised, in line with the learning for life behaviours. Staff carefully identify pupils who would benefit from strategies to support their wellbeing, for example allocating morning tasks to reduce anxiety. Staff support each other. Leaders carefully consider workload and provide time for staff to undertake additional opportunities. They prioritise opportunities for professional development. This leads to a culture where staff and pupils feel valued and nurtured.

Information

Address	Coggeshall Road, Feering, Colchester, CO5 9QB		
Date	11 February 2025	URN	145727
Type of school	Academy	No. of pupils	138
Diocese	Chelmsford		
MAT	All Saints Academy Trust		
Headteacher	Bridgette Gough		
Chair of Governors	John Michael Gee		
Inspector	Chris Grey		