

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wrawby St Mary's Church of England Primary School

Vision

At Wrawby St. Mary's CE Primary School, we strive for a full life in mind, body, heart and spirit to plan, prosper and give hope and a future to all. We believe in a journey of education enabling every child to feel love, challenge and excitement as they access skills to build future pioneers and leaders.

Our school is a beacon of hope and sign of the kingdom.

'Hope does not disappoint us, because God's love has been poured into our hearts through the Holy Spirit that has been given to us.' (Romans 5:5)

Wrawby St Mary's 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 clear Christian vision, with its emphasis on hope, provides motivation and aspiration enabling pupils and adults to flourish. This aligns very well with the vision of the Lincoln Anglican Academy Trust (LAAT). As a result, the trust's support is a firm foundation on which the school's beacon of hope is able to stand.
- The thread of 'pioneers and leaders' runs through the curriculum and reinforces the aims of the school's Christian vision. Pupils learn about a wide range of inspirational pioneers and leaders across a range of subjects. They develop leadership skills through a broad offer of structured opportunities.
- High priority is given to treating everyone with respect, which underpins a strong culture of wellbeing. This nurturing environment, in which care extends to families and the wider community, helps pupils grow in character and confidence.
- The outworking of the school's Christian vision is supported very effectively and mutually beneficial partnerships. Working together with local business, community, Church and the trust contributes significantly to the flourishing of the whole school.

Development Points

- Expand the range of opportunities for pupils to develop spiritually, beyond planned times of collective worship. This is to further enrich their spiritual growth through deepening experiences of wonder, awareness and connection.
- Build on the existing strengths of the religious education (RE) curriculum by developing pupils' experience and understanding of diversity of faith. This is so that they learn more about the variety of belief and practice within and across a range of religions and worldviews.



Inspection Findings

Leaders base plans and actions on a fully inclusive, highly aspirational Christian vision. The vision links closely to that of the trust which provides security and high levels of support. As a result, there is shared purpose understood and appreciated by the wider school community. Pupils have a deep understanding of the school's Christian values, modelling them in their lives outside school. The focus on pioneers and leaders runs through the curriculum and other aspects of school life. The skills pupils develop support growth of character and enable them to flourish. They are well prepared for each change and transition in their journey. Adults in school benefit from the vision's focus on hope. They are well supported in their personal and professional development. The trust provides improvements to the workplace, networks for staff in various roles and support for wellbeing. The vision prompts leaders to look outward and engage closely with the local community. This leads to strong partnerships that benefit all concerned and enable the school to be an effective beacon of hope. The academy committee contributes to the outworking of the vision through regular questionnaires, monitoring and evaluation. This supports leaders in understanding the impact of the vision.

The vision provides leaders with a foundation on which to build a curriculum that offers support and challenge. Planning includes high expectations for all, with flexibility to ensure adaptation for those pupils who require a tailored approach. There is a commitment to include multiple examples of pioneers and leaders throughout history. This comes from a clear intent to inspire and develop character, spirituality and confidence. As a result, pupils talk knowledgeably about the examples set by people such as Grace Darling, Amelia Earhart and Rosa Parks. They identify characteristics of pioneering and leadership and begin to apply them to their own lives and context. For example, one pupil picked litter in and around his home to improve the environment for his neighbours. In some cases, this extends to pupils using the school's adopted language of spirituality to reflect on deeper questions.

Daily acts of collective worship are highly valued by the school community. Pupils and adults benefit from the calm, purposeful atmosphere created as the whole school gathers. They are made to feel welcome, relaxed and included. Leaders, including staff, clergy and the Wrawby Representatives, provide regular opportunity for discussion and reflection. In this way, individuals are encouraged on their personal spiritual journeys. However, opportunities for spiritual nurture in other contexts, such as the school grounds, are not fully developed. The variety of approaches to worship draws from different leadership styles. Joint worship with local trust hub schools adds an important pupil-led dimension to the mix. This provides a rich and accessible experience of Christian belief and practice. Pupils have good knowledge and understanding of biblical teaching and can apply it to their own lives. For example, making links between being inspired by environmental concern and Christian belief about stewardship of the earth. Close links to the local church include regular support from clergy for worship and RE lessons. As a result, pupils benefit from hearing about, and exploring, the lived experience of a practising Christian. Families and the wider community benefit from joining with the school in celebrating major Christian festivals, often led by pupils. This enables the local community to share opportunities to be nurtured spiritually and deepens pupils' personal understanding of their connection with others.

Leaders, including the trust, demonstrate a strong commitment to fairness and equity. The wellbeing and mental health of pupils and adults are supported with specialist provision, through the NHS and other organisations. Pupil 'Wellbeing Pioneers' receive training and help younger pupils who feel lonely at break times. There is a clear process for identifying, supporting and monitoring pupils with special educational needs and/or disabilities (SEND). This is highly effective, as staff work closely with families to build good relationships. Support and adaptations for



pupils with SEND are provided sensitively and enable them to learn alongside their peers. The trust provides effective networks of support for SEND staff as well as focussed training. This gives staff both knowledge and confidence which contributes significantly to their wellbeing. Leaders are careful to ensure that opportunities for pupils to lead and serve are open to all. As a result, pupils thrive in their learning and wider lives.

The vision provides a clear challenge to pupils to approach all aspects of school life as pioneers and leaders. This creates a culture that encourages them to take responsibility for their conduct and learning. In many situations pupils 'take the first step' as pioneers. This helps them resolve conflict, overcome challenges in learning and see themselves as able to make a difference to others. Video clips are used effectively across the school to introduce pupils to people from around the world. Their stories inspire pupils to be more aware of their own context and take action to address local issues. They have picked litter, planted herbs and raised money for a tree planting charity in response to environmental concerns. Working with the parish council on these projects helps to increase their scope and impact. A local oil company with links to Sri Lanka gives opportunity for pupils to relate to life in a different culture. This led to pupils writing letters and making bookmarks as gifts for children in a Sri Lankan orphanage. Leaders provide ways for pupils to serve others and live out the vision. Being involved in job recruitment provides opportunities for experiences to prepare them for life beyond Wrawby.

Leaders promote RE as an important academic subject across the school. They provide training and support for staff in a strong partnership with the diocese. This helps ensure the accuracy and relevance of what is taught. The curriculum explores Christianity and a range of religions and worldviews in depth, alongside shared concepts. Pupils are encouraged to make connections, which deepens their understanding. Care is taken in the sequencing of topics to ensure that pupils build on previous learning. Teachers plan time for structured reflection in each lesson, based on questions linked to the main ideas. As a result of this carefully structured planning, the curriculum is highly effective. Pupils are inspired by RE lessons and talk enthusiastically about their learning. They are confident in expressing their own views in an environment that values discussion. This enables them to develop their beliefs, while listening respectfully to others with whom they may disagree. However, a deep understanding of diversity within and across religions and worldviews is not fully developed.

Information

Address	Vicarage Avenue, Wrawby, North Lincolnshire DN20 8RY		
Date	4 July 2025	URN	148307
Type of school	Academy	No. of pupils	122
Diocese	Lincoln		
MAT	Lincoln Anglican Academy Trust		
Headteacher	Darrell Brown		
Chair of Governors	Julie Hebblewhite		
Chair of Trust	Jeremy Woolner		
Inspector	Peter Barfoot		