

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lowe's Wong Anglican Methodist Junior School (VC)

Vision

Our vision is rooted in the Christian understanding of God as He created and loves everyone as unique individuals. He wants us to enjoy, love and care for his world and each other, following the example of Jesus. It is underpinned by the teaching of Jesus in Matthew's gospel:

"You are the light of the world. A city cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead, they put it on a stand and it gives light to everyone in the house. In the same way, **let your light shine** before others, that they may see your good deeds and praise your Father in heaven"

Matthew 5:14-16

Let your light shine.

All different, all valued, all loving, learning and shining together.

Lowe's Wong Anglican Methodist Junior 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

- Leaders and governors have developed a collaborative and personalised Christian vision which is lived out throughout the school community. Pupils and staff are valued, loved and given opportunities to let their light shine.
- Governance is strong. Governors know their school well and play an active role in ensuring that pupils and adults have opportunities to grow and flourish within the school.
- A deeply caring and inclusive culture which fosters positive mental health and wellbeing for all. Strong positive relationships ensure that pupils and staff feel heard and respected.
- A well-planned and sequenced religious education (RE) curriculum allows pupils to develop their awareness of a range of faiths, through inclusive and thought-provoking activities.

Development Points

- Further enhance the monitoring of RE so that it is a priority and reflects its place as a core subject within a Church school.
- Ensure that a shared language of spirituality is consistently used across all areas of school life. This is to enhance intrinsic opportunities for spiritual flourishing across the curriculum.
- Provide meaningful opportunities for pupils to independently challenge social injustice and consider a range of cultures and issues outside of Southwell.



Inspection Findings

The Christian vision at Lowe's Wong Junior School has been developed collaboratively. Leaders have worked together to ensure the refreshed vision is right for the school context. It is firmly rooted in theology and is threaded throughout all elements of school life. Governance is a strength of the school. They regularly monitor the impact of the vision and the role of Christian distinctiveness at Lowe's Wong. The school encourages everyone within the community to be a light to others whilst also celebrating the uniqueness of each individual person. Pupils and adults are given the opportunity to 'let their light shine'. Leaders have worked hard to ensure that members of the school community feel valued and loved for who they are. They have successfully drawn on both the Anglican and Methodist traditions within the school vision and values. Consequently, pupils and adults can describe how these influence their own lives and behaviours both inside and outside of school.

The Christian vision is the foundation of the inclusive curriculum. Inspired by the vision, teachers adapt lessons and resources to ensure that pupils with special educational needs and/or disabilities (SEND) can actively engage. It is further enhanced by a wealth of enrichment activities which extend learning opportunities outside of the classroom. The school celebrates success and ensures that pupils get the opportunity to participate in extra-curriculum activities, one such example is the school show. At the end of Year 6 the school musical has two casts, to ensure that every child has an opportunity to let their light shine. Leaders are currently focusing on ensuring that spiritual development is an intrinsic part of the curriculum. Members of staff have attended training and have developed a 'spirituality statement'. However, the language used to identify spirituality is not consistent nor fully developed across the curriculum. Pupils can identify 'wow, ow and now' moments but struggle to articulate how these contribute towards their own spiritual development.

Collective worship is invitational and inclusive. Adjustments ensure that pupils with SEND are included and can actively participate. Worship is inspiring to both pupils and staff, providing personal challenge that enhances their own spiritual life. Lowe's Wong is blessed by close effective partnerships with both the local Anglican and Methodist churches within Southwell. Visitors from these churches deliver collective worship regularly in school and host popular services and events for the school community in their churches. Leaders have worked hard to ensure that pupils of all faiths feel included in worship. Pupils are fully aware that prayer is invitational and will join in if they feel comfortable to do so. The vision and values form a focal point at the front of the hall. Each half term, one of the Christian values is used to inspire worship, both within the hall and back in individual classrooms. This ensures that pupils are fully aware of the vision and values and the role they play across different aspects of school life. Worship is engaging and memorable. Pupils and staff are keen to get involved and there are plenty of opportunities for everyone to discuss questions raised. Currently all worship is planned and monitored by the collective worship lead, who regularly conducts pupil voice to evaluate its impact. Classroom teachers are less confident to independently plan and lead worship. Training to enable more staff to plan and deliver collective worship has not been recently provided.

Wellbeing is core to the nurturing and inclusive environment within the school. The vision is lived out through the strong relationships between stakeholders. Adults and pupils are committed to looking for the positives within each other, whilst also developing perseverance and resilience. The dinner staff give out, 'let your light shine' cards to pupils who have demonstrated the vision or values over lunch time. Both pupils and parents speak positively about the impact of 'pit days' on pupil confidence and resilience. These are designed to help pupils to overcome difficult 'pit' moments. As a result, they are more resilient when faced with challenging situations. Support for mental



health is multi-layered and ensures that pupils, parents and members of staff feel listened to, supported and cared for. Emotional literacy support assistants (ELSA), forest school trained members of staff and brighter future mentors are used strategically to support pupils who are struggling with anxiety or low self-confidence. Wellbeing interventions, alongside the diverse enrichment offer, have made a positive impact on individual pupils self-confidence and resilience of individual pupils.

Pupils at Lowe's Wong Juniors are eager to support one another by 'filling up other people's buckets'. They describe supporting others who are struggling by being positive and kind, this action of love is later reciprocated if needed. Pupils are provided with leadership opportunities within the school council and other elected roles. These roles allow them to represent the views of their class and engage in whole school change. Local, national and global issues are explored within the curriculum. Pupils talk about a recent project on South America and the impact of deforestation. However, they struggle to articulate how they as individuals could help to raise awareness and promote change. Pupils are developing a growing awareness and understanding of social injustice. This is evident with Year 6 pupils in one lesson. Working in groups, they considered the impact of poverty on the availability of education and opportunities in a less developed country. Whilst there are several charitable events in school, pupils lack independent opportunities to lead on developing justice both within the locality and beyond.

The RE curriculum is well planned and sequenced across the school. Creative teaching resources allow pupils to dig deeper into a range of faiths and promote personal growth. A wide range of activities enable pupils of all abilities to 'let their light shine', through artwork, written work or class discussions. They are proud of the work they produce within their RE lessons. The curriculum has been enriched by collaboration within year group teams. Lessons are adapted to ensure that pupils with SEND can access RE equitably. Teachers enjoy teaching RE and see it as a vehicle for teaching pupils life skills. Pupils do learn about a range of religions and world views. However, the impact of the curriculum is not regularly monitored by leaders or governors. Visits to the local Anglican and Methodist churches have enabled pupils to start to understand the differences in Anglican and Methodist traditions. However, their understanding of Christianity as a global faith is less secure. They have limited opportunities to develop their understanding of the impact of faith and culture on the lives of believers beyond Southwell.

Information

Address	Queen Street, Southwell, Nottinghamshire, NG25 0AA		
Date	12 June 2025	URN	122769
Type of school	Voluntary Controlled	No. of pupils	295
Diocese and Methodist District	Southwell and Nottingham Nottingham and Derby		
MAT/Federation	Joining Mitre Summer 2025		
Headteacher	Mike Follen		
Chair of Governors	Carlo Poncipe		
Inspector	Sandra Stapleton		