

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Wrestlingworth Church of England Infant School

#### Vision

We believe each child is like a mustard seed, growing and thriving in our Church school family. All children are nurtured here and flourish through our teaching and care. We empower children to seek out the opportunities, responsibilities and experiences of life; children are inspired to be the best that they can be. Everyone is valued and able to grow in the love of God. Whoever you are, you are welcome here.

Wrestlingworth Church of England Infant 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.

#### Notable Strengths

- Rooted in the 'mustard seed' vision, leaders have created a school where small acts of kindness develop pupils' sense of justice and responsibility.
- A deeply nurturing and inclusive culture, inspired by their Christian vision, fosters security, trust and consistently positive behaviours.
- Inspired by their school vision, leaders ensure outdoor learning is embedded across the school. This nurtures confidence, reflection and resilience.
- Pupils thrive and grow as a result of effective and targeted support. This develops their confidence and relationships helping them feel secure and ready to learn.
- Strong partnerships with the federation, the church and the parents strengthen worship, learning and community engagement.

#### Development Points

- Develop a coherent approach to spirituality so that it is planned for consistently across the curriculum. This is to strengthen pupils' spiritual development.



## Inspection Findings

### Vision and Leadership

The 'mustard seed' vision is lived through a nurturing ethos, which strengthens relationships and everyday school life. Leaders are deeply committed to this vision and articulate it clearly as 'growth through nurture and encouragement'. The vision is rooted in the lived values of love, trust and perseverance, supporting pupils' confidence and personal growth. Leaders place pupils at the heart of decisions, ensuring that policies reflect care and inclusion. They are present throughout the day and build trusting relationships with pupils, staff and families. This visible leadership creates a calm and secure environment. In this small school, leaders know pupils and families well, which strengthens relationships and responsive support. Decision-making reflects the belief that small actions can have a lasting impact for pupils. This is particularly evident in recognised acts of care and encouragement. The federation supports leadership through shared expertise and collaborative planning. This provides stability and a broader perspective, while protecting the school's distinct identity. Governors understand the vision well and speak knowledgeably about its impact. They offer informed challenge and support within a shared strategic framework. Leaders are ambitious, focusing on long-term impact for pupils, rather than short-term outcomes.

### Vision and Curriculum

The curriculum is shaped intentionally by the school's vision. Leaders structure learning experiences to build confidence, curiosity and resilience. Shared leadership across the federation ensures a common approach, which extends into the junior school. This maintains continuity and consistency for pupils as they progress through school. Outdoor learning is a regular part of school life and enables pupils to solve problems together and practise kindness through shared activities. They experience awe, reflection and wonder through nature. These experiences support spiritual growth in ways appropriate for their age. Spiritual development is evident through reflection and thoughtful questioning, both in lessons and outdoors. However, the school does not have a consistent approach to planning spirituality across the curriculum. Leaders ensure that learning continues to meet pupils' needs as they grow. Rooted in the vision and values, support for pupils with additional needs helps them feel cared for as individuals. As a result, they make progress, including socially and emotionally. Age-appropriate approaches by staff strengthen pupils' communication skills which transfer into their classroom learning and playtimes. Through stories and discussion, they learn to respect difference. They are encouraged to take safe risks and to learn from their mistakes. The impact is confident learners who feel supported and valued.

### Worship and Spirituality

Collective worship is central to daily school life and welcomes pupils and adults of all faiths, and those with none. Staff make thoughtful adjustments so that everyone can participate appropriately and feel respected. It reflects the school's vision and reinforces shared values clearly. Through prayer, song and stillness, pupils and staff are given time to reflect. Bible stories help pupils explore forgiveness, trust and responsibility. These moments encourage them to consider their choices and relationships carefully. Messages from worship are reflected in behaviour and friendships across the school. Adults also benefit from this shared time, supporting community and shared purpose. Worship provides opportunity for reflection that leads to action in daily life, such as pupils resolving conflict more thoughtfully. Pupils lead prayers, select readings and support younger pupils during reflection. These roles build confidence and deepen their engagement with faith. Regular links with the local church strengthen pupils' understanding of Christian practice. Clergy contributions help pupils to see how faith develops life beyond school through regular services and creative opportunities such as the open-air nativity.

### Vision and School Culture

The vision creates a deeply nurturing culture, described as a 'family' by pupils, parents and staff. Pupils feel safe, valued and secure within this close community. Leaders and staff know pupils and families well, and as a result



pupils feel a strong sense of belonging. This reflects the vision's emphasis on growth, care and shared responsibility. Kindness, forgiveness and clear expectations guide daily relationships. Behaviour is calm because pupils are respected and understood. Inclusion is evident in everyday interactions, where they feel welcomed and supported. Parents speak positively about the warmth and consistency of the school environment. Staff appreciate the way leaders listen carefully and respond appropriately to any suggestions or concerns. This makes them feel valued and supported in their daily work. The federation sustains staff wellbeing through collaboration and shared roles which reduce workload pressures and support work-life balance. This stability creates a consistent and caring environment across the school community.

#### Vision, Justice and Responsibility

Small acts of kindness are understood as having real impact within the school community. For example, pupils organised a teddy bear sale for the local food bank. This is rooted in the vision and is reinforced through daily practice. Pupils are encouraged to notice when others need help and respond thoughtfully. Through such experiences, they begin to see justice as treating others fairly and helping those in need. Calm and respectful experiences with adults model fairness and inclusion. Over time, pupils reflect on how their choices affect others. Service becomes part of belonging as pupils take on roles and help others in everyday school life. Leadership roles, including worship and fundraising initiatives, give pupils meaningful responsibility. Through these experiences, pupils develop compassion and a clearer sense of justice.

#### Religious Education

The school benefits from a federation-wide approach to RE, ensuring consistency over time. The curriculum offers opportunities for pupils to study a range of religions and worldviews in an age-appropriate way. They learn about Christianity as a global faith, gaining age-appropriate knowledge of Bible stories, celebrations and the importance of prayer. Pupils explore similarities and differences between beliefs, which help them to understand the choices that people make. They learn how beliefs influence daily decisions and shape community life. For example, pupils reflect on Bible stories such as the Good Samaritan and discuss how they might show kindness in school. They are encouraged to ask questions and consider different perspectives with curiosity and respect. Learning builds as ideas are revisited and connections deepen over time. RE helps pupils think about meaning and belonging. Through discussion, artwork and reflection, pupils share their ideas respectfully. Staff training across the federation, supported by diocesan expertise, strengthens a shared understanding and subject confidence. This helps pupils build secure knowledge and speak confidently about faith and belief.

## Information

Address	Church Lane, Wrestlingworth, Bedfordshire. SG19 2EU		
Date	06 February 2026	URN	109609
Type of school	Voluntary controlled	No. of pupils	58
Diocese	St Albans		
Federation	Wrestlingworth Infant and Dunton Junior Church of England Schools Federation		
Headteacher	David Bower		
Chair of Governors	Lauren Hill, Riaan Cooper		
Inspector	Anthony David		