

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Great Wishford Church of England Voluntary Aided Primary School

West Street, Great Wishford, Salisbury, Wiltshire, SP2 0PQ

Current SIAMS inspection grade	Satisfactory
Diocese	Salisbury
Previous SIAMS inspection grade	Good
Local authority	Wiltshire
Date of inspection	4 May 2017
Date of last inspection	11 June 2012
Type of school and unique reference number	Voluntary Aided 126436
Headteacher	Alison Jenkins
Inspector's name and number	Neil Revell 894

School context

Great Wishford is a smaller than average primary school which has 107 pupils on roll. The school serves the village and other local parishes. There has been significant staff turbulence in the last few years. The headteacher currently leads religious education (RE) and collective worship. There has been a very marked decline in children's outcomes in statutory assessments since 2014. The school has received intense Local Authority support and is monitored by the authority and diocese. The proportion of children with special educational needs is lower than the national average. Nearly all of the children are of White British heritage.

The distinctiveness and effectiveness of Great Wishford as a Church of England school are satisfactory

- The headteacher's leadership models the school's Christian values. This inspires staff and has resulted in improvements in children's attitudes and behaviour through a focus on restorative justice.
- The school's Christian value of love shapes its response to every child, family and member of staff. The wellbeing of the community is cherished.
- Learners respond confidently to challenging questions in collective worship which help to develop positive attitudes, relationships and a deeper understanding of the school's Christian values.

Areas to improve

- Ensure the Christian vision, that every child is 'able to realise their potential', is met in terms of standards of achievement.
- Ensure that sustained consistency of high quality teaching and learning in religious education improves outcomes for all children.
- Embed a shared interpretation of spirituality and create regular opportunities across the curriculum for all children to develop personal spirituality.

The school, through its distinctive Christian character, is satisfactory at meeting the needs of all learners

'This school lets you grow through being heard and it is somewhere where we all are friends. If we fall out we can peacefully sort it out by restorative justice.' This child's comment is typical of many and exemplifies the impact of the school's Christian values, including care, love, peace, justice and forgiveness, on the daily lives of the Great Wishford school community. Children and staff have shared their Christian values-focused restorative justice work with other schools in Salisbury Cathedral. The behaviour of children is now mostly good. The school is proactive in supporting the personal development of all children and families especially at times of challenge and has many acknowledgements of the positive impact of such outworking of its Christian values.

However, while the impact of the school's Christian character on wellbeing is strong, this judgement is limited to satisfactory because, over time, the school's Christian vision to enable every child to 'realise their potential' has not been secured in terms of children's learning. For example, children's academic achievement in national assessments over the last two years is low. The school does not have evidence that its Christian values make a sufficient contribution to children's academic progress.

The school is in the process of extending its framework for spirituality based on 'windows, doors, mirrors'. This work currently occurs mainly through collective worship but is not yet consistently embedded across the wider curriculum. Appreciation of how this impacts on children's learning is also at an early stage of development. Where spiritual learning occurs, such as when children reflect on the importance of always telling the truth, they display insightful thoughts and ask deep moral questions.

There has been high staff turbulence over time. Throughout leaders have diligently secured the appointment of staff who support the vision. Following recent appointments, the new staff team has a good capacity to develop the school's Christian ethos working together with the whole school community.

Children enjoy RE and most appreciate the importance of their learning in this subject on their own lives. Children have respect for diversity and a growing appreciation of different faith communities. They treat everyone with dignity regardless of who they are. As one child said, 'it does not matter who you are or what you look like; it is all about who you are inside'.

The impact of collective worship on the school community is good

Collective worship is an important part of daily school life and a variety of church and community leaders regularly join the staff in leading worship opportunities. Children participate readily and confidently talk about how their Christian values link with stories from the Bible. They show a good understanding of the life and importance of Jesus Christ for Christians. They also have a developing appreciation of the Christian belief in God as Father, Son and Holy Spirit.

The Christian ethos is supported by a wide range of values which are explored in acts of worship to reflect the current needs of the school community. This term, for example, the value is perseverance because three of the four classes have had new teachers at the start of term and the headteacher wants everyone to understand that, even in the face of change, they need to 'keep going'. This whole school exploration of perseverance through collective worship has contributed to a seamless and settled transition.

A focus on prayer and time for reflection is a central feature of collective worship. Not only are prayers written by the children read in school collective worship but they are also often used by local clergy to form part of the liturgy in church services. As the vicar says, 'this means that the children can be part of church services even if they are not there in person'. The vicar and licenced lay minister say that the local churches are as spiritually enriched by their partnership with the school as the school is through its work with the five linked churches.

Children respond well to thought-provoking spiritual questions in collective worship. There is also a daily whole school reflection time before lunch. Since being introduced this has contributed to much calmer lunch breaks, also strengthened by the school's focus on restorative justice.

All members of the school community help to plan, lead and evaluate collective worship. Due to holding services in different churches the children gain a wider appreciation of Anglican practice.

The effectiveness of the religious education is satisfactory

Where RE teaching and learning includes the development of skills such as enquiry and reflection, children respond well and their depth of spiritual, moral, social and cultural (SMSC) awareness develops. The challenge over time, due in part to the high turnover of staff, has been inconsistent quality of teaching which has not benefitted the children's learning regarding the level of progress which they make. With current staff appointments, the quality of teaching in RE is now more secure but the impact of this on standards has yet to be fully realised. The quality of feedback given to children has also been inconsistent. Whereas some classes have evidence to capture children's engagement in a range of RE learning opportunities, this is more limited in other classes. Monitoring, evaluation and consequent improvement planning is not yet regular or rigorous enough to have overcome these inconsistencies and thus progress and attainment overall are not more than satisfactory.

The foci for development, relating to RE, from the previous inspection have not been fully met. The school was asked to increase planned opportunities for spiritual development in every class through the curriculum and to ensure that accurate assessment and regular marking in RE is used more effectively in matching the work given to children with their ability, knowledge and skills.

The subject leader, who is presently the headteacher, is aware of latest developments in RE and is currently attending diocesan training about the teaching of Christianity in greater depth. This information is being disseminated to teachers and opportunities for challenging and exploring children's SMSC development are increasing. These are all elements in the focused RE action plan compiled by the subject leader.

The RE curriculum provides opportunities for learning about Christianity and other world faiths. Children have an understanding of diverse faith communities, recognising similarities and respecting difference. As one child voiced, 'there are lots more things which are the same about Christians and Jews than anything that is different'.

The effectiveness of the leadership and management of the school as a church school is satisfactory

Described by staff as 'a leader who lives our Christian values at all times and who deeply cares', the headteacher is totally transparent about the strengths and areas for development of Great Wishford as a church school. The headteacher, governors and staff recently created a new Christian vision for the school based on the notion of service. Due to leaders' concerns at the decline in children's outcomes in national assessments over the last two years, the vision specifically emphasises the school's responsibility to enable every child to 'realise their potential'. In terms of securing the 'potential' well-being of the community, this vision is being achieved however, the vision has not been met in respect of 'potential' standards of achievement. Children are not consistently progressing as well as they might over time. Consequently, the leadership and management judgement is limited to satisfactory.

Strategic planning, based on the vision, is in place and both headteacher and governors have been very proactive in accessing support from the local authority and from the diocese. Both have been effective however, the challenge of significant staff turnover and the consequent lack of staffing capacity, means that not all strategies have been embedded. The current, very new staff team has a good capacity to develop the Christian ethos and provide greater consistency in teaching and learning.

Governors are committed to the school and foundation governors have formed a church school distinctiveness committee. They are now more involved in monitoring and evaluating the Christian provision which was a focus for development from the previous inspection. Governor self-evaluation skills and knowledge are increasing. The foundation governors proactively help to maintain the close partnership between the school and the local churches including through the involvement of some in the weekly 'Open The Book' collective worship.

Parents speak positively about the school and express how happy their children are in the, 'close knit community where everyone is cared for and kept safe'. The partnership with parents is effective. Parents are aware of the school's values and support their children in exploring these at home.

The school meets statutory requirements for RE and collective worship.