

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Winterbourne Earls Church of England Voluntary Controlled Primary School			
Address	Summerlug, Winterbourne Earls, Salisbury SP4 6HA		
Date of inspection	22 March 2019	Status of school	VC primary
Diocese	Salisbury	URN	126372

Overall Judgement	Grade	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgement		
The impact of collective worship	Grade	Good

School context

Winterbourne Earls is a primary school with 195 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is below national averages. A significant proportion of pupils are from military families, higher than the national average.

The school's Christian vision

As each one does their part, we grow in love.
Ephesians 4:16

Key findings

- Led by the headteacher, dedicated and passionate staff and committed governors ensure that pastoral care, mental health and wellbeing are priorities for all in this family Christian community. The academic and spiritual needs of each individual are met very well, especially vulnerable pupils, including those from military communities.
- Whilst the school's vision and values are new, the whole school community can articulate and live out what it means to do their part and grow together.
- The strong partnership between church and school enriches the spiritual journeys of the whole community.
- Inspired by collective worship, pupils are conduits of change and are helping to make a difference in society, locally, nationally and globally.
- An engaging religious education (RE) curriculum is beginning to deepen pupils' knowledge and understanding of Christianity as a living world faith.

Areas for development

- Embed the school's new vision and values by strengthening the biblical narrative which underpins it, so this is integral to the school's ongoing journey as a Church school.
- Enrich pupils' awareness and understanding of Christianity in other countries and enable pupils to encounter people of diverse faiths and beliefs more frequently to nurture their spiritual and cultural development.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Whilst the Christian vision and its chosen Christ-centred values are relatively new at Winterbourne Earls, the whole community articulates and embodies its core purpose well. The image of 'everyone working together as a team, like a strong tree' is explained enthusiastically by pupils and adults. Pupils explain how 'each one does their part' and how the values 'feed the tree and help us to grow'. The detail extends to the old leaves 'floating down' like the Year 6 leavers and the new leaves or newest members of the community being added. Adults, including governors and the community, form the trunk and the seven branches represent each class. However, the Bible verse from Ephesians 4:16 which underpins the vision, helping all to flourish, is not so clearly understood by everyone. This is integral to the school's ongoing journey as a Church school. Winterbourne Earls' leaders work closely with the diocese, benefitting from training and support, and so embrace change in Church school development. Governors are active in their support of the school. The Faith Committee helps monitor RE and worship, with a focus on gathering the viewpoints of pupil worship leaders. The strong partnership with St Michael and All Angels' Church nurtures the spiritual journeys of the whole community well.

As one parent put it, Winterbourne Earls is 'like a family, not just a school'. This is because the whole staff team is committed to ensuring pastoral care, mental health and wellbeing are priorities for all. The focus on emotional wellbeing helps support academic and spiritual needs. Whilst every child is treated as an individual, the needs of their families are also met well. This is especially true for vulnerable pupils, which includes those from military families. The Bourne Forces club is a tremendous support for pupils whose parents serve in the Armed Forces. Pupils integrate well because the emphasis is on enabling them to settle so they can flourish and move on in their learning. The pastoral and wellbeing manager liaises with new pupils. Some pupils benefit from working with a mentor, where mutual respect aids blossoming. High expectations influence good behaviour and positive attitudes to learning so all pupils make good progress, grow and thrive. They go onto secondary school with a strong sense of self-worth and resilience, knowing that 'God you're so amazing' and 'his spirit is still with us'.

Growing in love and inspired by Jesus' teaching, pupils are becoming conduits of change and beginning to make a difference in society. As one pupil put it, 'If I cannot change the world, let me inspire just one other to do so.' Pupils at Winterbourne Earls have a strong sense of service to others. For example, the whole school responded to the plight of some pupils in the Philippines swimming 2 km to school. They were sponsored for running round the school track so a boat could be purchased from their fundraising. A whole variety of initiatives result from pupils' concerns for hidden disability, disadvantage and injustice in their local area as well as the wider world. These include pupils producing their own surveys, and range from wheelchair challenges to reducing plastics in the ocean and recyclable projects. This proved to be a worthy cause for the local Figsbury challenge run. Pupils' imagination is fired by their understanding of what happens in the rest of the world. The school council took up the baton for Water Aid because they voiced concern about children carrying water long distances in other countries.

'Team work and togetherness' sums up the way staff attribute how everyone here is 'valued, loved and listened to'. Parents affirm how this Church school gives support and structure to the ethos they too value. They find the vicar very approachable and church worship very important. Undoubtedly, good relationships result in everyone enjoying the friendship and laughter which prevails here. This includes the school choir who often sing for the local elderly residents. In the spirit of The Good Samaritan, older pupils nurture younger ones through the buddy system. Not sitting on their laurels, leaders too look beyond themselves in helping to provide a local hub where others too can come and flourish. The Treehouse initiative to help provide a much needed space, responding to mental health needs, is not yet fully realised. Acting on their vision, growing together, always from a place of forgiveness, is key to the way dignity and respect shines through here.

Prayerful and meaningful worship which involves the whole community is especially seen when church and school come together for worship. Older pupils have attended the mid-week Eucharist service at St Michael's and learn much from their vicar's example. Pupils are perceptive when leading worship and affirm each other's prayers. Pupils pray, 'God help us within' and 'If I cannot be brilliant, let me be kind'. Class reflection areas are well used, with pupils often using the well of prayer, the whole school reflection area, after worship. Pupils are growing in their knowledge of a range of Bible stories which their vicar and other leaders share in worship. The Bridge, a

local Christian group, have led days on the Trinity and 'bringing prayer alive', supporting spiritual development well. Year 6 worship leaders lead responses based on the words of school's vision, showing how the school has moved on since the last inspection. The worship sketch book captures pupils' feedback on worship in pictorial forms.

An engaging RE curriculum has inspired pupils to make their own big frieze, showing how the Christian story is sequenced. For example, pupils' own reflections on the kingdom of God express, 'It isn't going to be perfect. It will be ruled by God's spirit'. Monitoring and assessment is in place, with RE class books often reflecting awe and wonder. Pupils ask searching questions, such as, 'Could Jesus be the Messiah?' and on the nativity, 'What makes this birth different from normal?' Pupils confirm RE 'opens you to many different opinions'. Whilst there is a strong focus on Christianity, as one might expect in a Church school, pupils' understanding of Christianity in other countries is currently limited. Pupils affirm that, 'RE helps us' to live out their vision and do their part and grow in love. However, a more frequent encounter with people of diverse faiths and beliefs is currently limited.

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