

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

<b>Wilton Church of England Primary School</b>			
<b>Address</b>	Burcombe Lane, Wilton, Salisbury, SP2 0ES		
<b>Date of inspection</b>	20 June 2019	<b>Status of school</b>	Academy, Diocese of Salisbury Academy Trust
<b>Diocese</b>	Salisbury	<b>URN</b>	146098

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

### School context

Wilton CE School is a primary school with 175 pupil on roll. The majority of pupils are of White British heritage. There is a small number of pupils who speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is considerably above national averages. The proportion of pupils who have special educational needs and/or disabilities, including those with Education Health and Care Plans, is above the national averages. The school has a resource base for pupils with speech, language and communication needs. Since the last inspection there has been a change of senior leadership team and a high turnover of staff. The number of pupils on roll has increased by just over 40%.

### The school's Christian vision

Everyone belongs; everyone achieves

'We have many parts in the one body, and all these parts have different functions. In the same way, though we are many, we are one body in union with Christ, and we are all joined to each other as different parts of one body. So we are to use our different gifts in accordance with the grace that God has given us. If our gift is to speak God's message, we should do it according to the faith that we have; if it is to serve, we should serve; if it is to teach, we should teach; if it is to encourage others, we should do so. Whoever shares with others should do it generously; whoever has authority should work hard; whoever shows kindness to others should do it cheerfully.' (Romans 12: 4-8)

### Key findings

- The headteacher, well supported by the deputy headteacher, governors and the multi-academy trust (MAT), leads with a passionate drive to ensure the school's Christian vision remains central in all aspects of school life.
- The vision has enhanced the strength of the school community and sustained it through a period of turbulence.
- The unswerving whole school approach to inclusion directly reflects the Christian vision resulting in every pupil being welcomed, valued and nurtured.
- Pupils have plentiful opportunities to explore their own spirituality and are now asking and responding to 'big questions' with confidence.
- Collective worship does not sufficiently reflect the school's vision because it does not amply inspire pupils.

### Areas for development

- Ensure that acts of worship are inspirational to motivate pupils to action so that they all recognise the part of the 'body' they play.
- Refine systems for formal monitoring and evaluation of collective worship in order to enable improvements that reflect the vision.
- Refine and embed systems for assessment in religious education (RE) to ensure that it informs planning, meaning that the vision, 'everyone achieves', is consistently realised.

## **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**

The distinctively Christian vision, established in consultation with all members of the school community a year ago, has impressively quickly become embedded. It is the uncompromising foundation on which the school has 'rebuilt' itself following a year of turbulence and permeates all aspects of school life. This is driven by the headteacher whose own personal values are woven into the school's. He talks passionately about the uniqueness of every pupil and everyone being truly welcomed at Wilton CE Primary School regardless of ability or background. The vision is shared with other school leaders, governors and the MAT, which has supported its rapid establishment. Foundation governors have been intrinsically involved in the identification of the school's vision and subsequent monitoring of its impact. They have a deep understanding of its significance and ensure that it remains central in strategic decision making. The Christian vision aligns seamlessly with the Church of England vision for education, as well as with the MAT's, strengthening it further. A high level of support is provided by the Diocese of Salisbury Academy Trust (DSAT) and the Diocesan Board of Education, which includes routinely evaluating the distinctive Christian character of the school.

School leaders have maintained an intense focus on raising pupil achievement and this work is entirely shaped by the vision. The strong and unswerving sense of inclusion ensures that all pupils are warmly welcomed and enabled to achieve. Pupils with special educational needs and/or disabilities (SEND), including those in the resource base, are provided with personalised learning and nurture to meet their specific needs. The curriculum is planned with dignity at the forefront allowing all pupils to access the required learning at their level. This work epitomises the vision. Although attainment is below national averages, rapid improvement is taking place and standards are rising. Pupils have aspirational hopes for the future, which are strongly encouraged. One pupil with an interest in trains explained how he wanted to build a miniature engine for pupils to ride on and donate the proceeds to charity. The school supports various charities and pupils have some opportunity to raise funds for causes of their choosing. Awareness of global issues is well-developed through the curriculum. Pupils have opportunities to pursue issues close to their hearts. For example, a Year 4 pupil carried out his own research at home and instigated a school wide campaign to save crisp packets in aid of the Wiltshire Air Ambulance. Pupils in the resource base were courageous advocates for their school community when engaging in a litter project. They raised local awareness of the problems this caused.

Relationships are positive at Wilton CE Primary School. The vision supports pupils in being able to practise forgiveness. One pupil articulated how 'saying sorry when you have done something wrong helps to sort problems out'. Staff talk enthusiastically about the support they receive, including for their own mental health. They feel 'valued, trusted and listened to'. One teacher described the staff team as 'cogs in a machine all working together' reflecting the vision relating to adults as well as pupils. Most parents feel well supported and talk about how welcome they feel by the school.

Collective worship is invitational and pupils talk confidently about taking part in different elements if they choose. During worship, pupils sing enthusiastically and members of the worship council have opportunities to present which they do confidently. Worship is values-based and planned sensitively considering the needs of the school community. Pupils have a deepening understanding of the Christian concept of the trinitarian nature of God. The school has correctly identified that developing an awareness of the importance of the Eucharist in Christian worship is an area for development. Worship is led by the headteacher and other school staff as well as the vicar and local members of the church community. Collective worship does not currently motivate or inspire pupils sufficiently. They do not talk about it with enthusiasm although they are able to recall some bible stories illustrating their values that they have been taught about. Pupils have a basic understanding of the concept of prayer and describe it as 'talking to God' and 'saying thank you to God'.

Provision in RE is rapidly improving. Strategic decisions to change the organisation of how RE is taught have had a significant impact on this, together with the introduction of the 'Understanding Christianity' resource. Most RE teaching is creative and of high quality. Where this is the case, pupils are inspired by their learning. Pupils are given regular opportunities to ask and answer 'big questions' which enhances their spiritual development. One pupil in Year 4 described the symbol of a lifebelt in relation to salvation: 'It is because Jesus is the lifesaver. He came to save us.' Improvement of opportunities for pupils to develop their own spirituality has been a focus since the last inspection. The introduction of spiritual floor books has captured some of the recent work carried out. Pupils respond well to opportunities for reflection and deep thinking during lessons. The Year 2 teacher illustrated well how staff are developing skills in creating deeply spiritual auras through the use of music in calm, reflective environments. Pupils have a developing depth of understanding of Christianity as a world faith. They are able to recall some facts about a range of world religions and their special festivals. There are areas for reflection in all

classes but these are not yet embedded or well used by the pupils. The school has heavily invested in training for staff and governors for RE and spirituality and make effective use of professional development and support provided by the diocese. This is another example which reflects how the school applies the vision to adults as well as pupils. The RE leader has been effectively supported during the last year and as a result is well-equipped to continue to improve RE provision across the school. She has a clear understanding of areas for development and plans in place to address these. For example, there are systems in place for assessment in RE but these are not yet established and therefore do not inform planning or support pupil progress. The statutory requirements for collective worship and RE are met.

Headteacher	Richard Boase
Inspector's name and number	Anna Willcox 915