

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wylve Valley Church of England Voluntary Aided Primary School			
Address	Cherry Orchard, Codford, Warminster, Wiltshire, BA12 0PN		
Date of inspection	17 March 2020	Status of school	Voluntary aided primary
Diocese	Salisbury	URN	134977

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

School context

Wylve Valley is a primary school with 96 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 is above national averages. The school became part of the Compass collaboration group in April 2019.

The school's Christian vision

To aspire to be outstanding in everything we do by always aiming higher.

'Let your light shine in all you say and do.' Matthew 5:16

'Letting our light shine' in this sense means – always to do the best we can, to complete tasks to the best of our ability and never give up. In our friendships and work, we listen and accept people for who they are. This is the inspiration for Jesus' quotation in Matthew.

Key findings

- A distinctive Christian vision is established, creatively depicted as the vision 'rocket'. Pupils recognise its importance as it shapes relationships and the way they treat one another with dignity and respect.
- New approaches in religious education (RE) are engaging pupils who understand the contribution it can make to their thinking. At present, the assessment system does not enable pupils' progress to be monitored or inform improvements.
- Partnerships are strong, notably with the church, diocese and other local schools, enriching the experiences pupils have. However, links with global communities are not fully developed.
- Leaders are dedicated to the life of this Church school and have created an explicit culture of raising pupils' aspirations. They ensure vulnerable pupils are well supported so they flourish. Opportunities for pupils to plan and lead worship are limited.

Areas for development

- Extend pupils' understanding of national and global communities so they deepen their understanding of disadvantage and deprivation.
- Ensure progressive opportunities for spiritual development are recorded in planning so pupils are confident to express their thinking in a variety of creative ways.
- Enable pupils to plan and lead worship regularly so they develop greater ownership.
- Embed the current RE assessment procedures enabling staff to track pupils' progress; use this to inform improvements and enable more pupils to achieve greater depth.

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

Leaders have reviewed the vision so that it gives clear direction to developments and raises pupils' ownership. Pupils represent the vision through the 'vision rocket' which they created. They make strong links between the vision and achieving their best. Pupils have added pictures to the rocket to show where they can shine. They depicted friendships, caring and learning, everyday examples of where the vision makes a difference. Pupils depicted the fuel for the rocket as the Christian values of love, care and respect. They understand 'shining', which links to the vision, as making a difference for those around them. Leaders have a secure understanding of the theological principles underpinning the vision. They see their responsibility as enabling pupils to be outstanding, developing all of their God-given talents. This enables them to be the best person God made them to be. Leaders see the vision as promoting their work with parents and the local community so they too can flourish. A dedicated and cohesive staff team live out the vision, modelling Christian values. The headteacher is enthusiastic, fully committed to the work of this Church school, continuously driving improvements.

A nurturing culture of achievement is established which raises pupils' aspirations and self-confidence. 'Aspiration days' effectively encourage pupils to think about what they might do with their lives. This enables them to understand the importance of learning. Pupils are challenged to consider the more demanding learning questions. They shine through a range of clubs, developing leadership skills and teamwork through forest school experiences. In recent years pupils' progress has risen so that attainment is at least in line with national expectations and increasingly above. Individualised support for vulnerable pupils is raising their self-esteem so they make good progress from their starting points. Leaders recognised that the provision for spirituality was limited and have begun to address this. Through dedicated days pupils have agreed their understanding of spirituality. Some new approaches have been introduced, such as reflection times which pupils value. However, opportunities for reflection are not progressive nor planned across all subjects to allow pupils to express ideas.

Partnerships are shaped by leaders' enthusiasm to provide stimulating experiences for pupils so they can excel. The local church contributes significantly to leading worship. Pupils' knowledge of the main Christian festivals is deepened through interactive workshops. Church members make a significant contribution to governance and daily activities. Well-focused training and diocesan adviser's visits led to new approaches in RE. The creation of the Compass network has led to joint training, moderation, monitoring reviews and sharing of good practice. Pupils became passionate eco-warriors as a result of a joint project. Consequently, they are making an increasing difference to daily life, raising awareness of where everyone can make a difference. At present there are no partnerships with global communities so pupils' knowledge of disadvantage and deprivation in these areas is not fully developed.

The headteacher is shaping the work of the local authority in strategies for small schools. Other schools shadow the work of the governing body where effective systems are established. Governors are knowledgeable and dedicated. Monitoring is planned to review progress on initiatives for improvement. Conferencing with pupils enable governors to identify the impact new initiatives have and where these can be further strengthened.

Pupils link their good behaviour and relationships confidently to the vision and values. They treat one another with a good level of respect and say that everyone is special. The buddy system makes new pupils welcome with bonds that go beyond school. Pupils identified forgiveness as a key word for their community. They understand its importance, how they can make amends and how to move on. Pupils' understanding of disadvantage locally is impressive. Through the 'Sharing the Miracle' project they take gifts to children in hospital or to the elderly in local homes. One pupil said, 'it makes you feel happy when you see a smile on their faces'. Pupils see this as following Jesus' example. Strategies are in place which pupils use to help them be calm and enhance their mental health. Staff enable everyone to be advocates for change through the house system whereby pupils decide which charity they could support. They make presentations to raise awareness. This enables older pupils to independently take action; for example, through considering their aspirations to care for the world, some supported endangered animals.

Collective worship is invitational and inclusive. Planning for worship enables Christian values to be progressively explored. This allows pupils to understand what the vision and Christian values look like in daily life. Pupils of no religious belief are confident to articulate how values shape their thinking. Biblical themes are developed so pupils have an extensive knowledge and use these to make links to their actions. Pupils understand the nature of prayer and reflection and share their prayers in worship. Some pupils find prayer helpful as it can 'take away worries'. Pupils have a growing understanding of the Eucharist, recently introduced. At present there are rare opportunities for pupils to plan and lead worship. A variety of leaders bring different approaches to worship which are appreciated. Pupils enjoy Open the Book as they enthusiastically contribute. Although at an early stage of development, pupils are beginning to evaluate worship and seek views of peers. Pupils feel worship has a relevance for their lives, it challenges them and makes them think. A pupil said, 'it gives you a different mindset'.

Understanding Christianity resources have raised the importance of RE. Staff subject knowledge has risen whereby they use new approaches engaging pupils. They enjoy the challenges of wrestling with questions of meaning and purpose. Pupils are confident to share their thinking, knowing this will be valued. They have a well-developed understanding of key Christian concepts, explaining their significance. Pupils' knowledge of specific religious vocabulary is good which they use to make insightful connections to new learning. The global village project deepened pupils' understanding of a range of world faiths. Pupils make comparisons with their own beliefs developing a good level of respect. The work of some Christian charities is explored, particularly for homelessness. This enables pupils to see how Christians demonstrate their faith in action. An assessment system is in place which shows what pupils have achieved. However, this is not used to track pupils' progress or inform improvements. The subject leader is proactive bringing in new ideas from hub meetings. Ongoing evaluations led to the introduction of floor books for younger pupils. In addition, efficient methods of recording such as the use of making models are established. Pupils talk enthusiastically about RE, enjoying their learning.



The effectiveness of RE is Good

Pupils' progress and attainment is rising steadily. Attainment is in line with other core subjects. Vulnerable pupils generally make positive progress from their starting points and are increasingly confident to verbalise their ideas. The subject leader plays a significant role in raising the quality of teaching. She identifies areas for development and shares creative approaches with staff. As a result, teaching is good and there are some examples of excellent practice.

Headteacher	Robert Barnes
Inspector's name and number	Revd David Hatrey 844