



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Wilton and Barford Church of England Voluntary Controlled Primary School

Burcombe Lane
Wilton
Wiltshire SP2 0ES

Diocese: Salisbury

Local authority: Wiltshire

Dates of inspection: 10th July 2014

Date of last inspection: 4th November 2009

School's unique reference number: 135142

Headteacher: Mrs Jan Nock

Inspector's name and number: Mr Mark Stratta 737

School context

Wilton and Barford Church of England School is a smaller than average-sized semi-rural primary school with 121 children on roll. The large majority of children are of a white British heritage and from varied socio-economic backgrounds. The school has a resource base for children with communication and interaction needs. The number of children with learning needs is above the national average as is the proportion eligible for the pupil premium. Attendance is slightly above the national average. The mobility rate is high due to military relocation. A very small proportion of pupils speak English as an additional language.

The distinctiveness and effectiveness of Wilton and Barford as a Church of England school are good

- The strong emphasis on explicit Christian values has a positive impact on children's choices, behaviour and relationships within the school community.
- The commitment and vision of the school's leaders to ensure that the school continually reviews its Christian vision, distinctiveness and effectiveness so that very good progress has been made since the last inspection.
- The contribution that RE makes to the Christian ethos of the school and the many opportunities for children to reflect on matters of faith and belief.

Areas to improve

- Ensure that opportunities for children's spiritual development are developed across all areas of the curriculum.
- Increase opportunities for pupil involvement in the planning and leading of worship by giving them greater ownership in how class worship tables are used.
- Improve pupils' understanding of Christianity as a world faith and that modern Britain is a multi-cultural and multi-faith country.

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

Since the last inspection the school has made great progress developing its core values of care, respect and trust. These underpin the school's vision and are lived out by the whole school community so that a strong explicit Christian ethos is evident to all. The school recently used a 'values day' to study in more depth what these values mean in a church school and how they are rooted in Christian teaching. This emphasis on the Christian values has a significantly positive impact upon children's behaviour, learning and achievement. Children effectively articulate how these values impact upon their lives and affect their choices and are able to link them with Bible stories. For example, during a PSHE lesson a Year 1 class used the story of Zacchaeus to explore the idea of making bad choices and how mistakes might be put right. Values of respect, care and trust were at the heart of the discussion. Similarly, Year 5 children were able to empathise with and identify a range of values when exploring characters within the story of the 'Lost Son'. The strong links between values, worship and curriculum are effectively modelled by staff and they foster positive relationships. Religious education contributes to this by effectively making explicit links, where appropriate, to the core values. The RE curriculum includes good opportunities for children to learn about faiths other than Christianity. Children have some awareness of Christianity as a major world faith and the diversity of cultures and faiths in modern Britain. The school is aware that this is an area that can be developed further. Parents feel that their children benefit from the way in which faith and belief are openly discussed and appreciate the sensitivity with which this is done. The school is highly 'inclusive and non-judgemental' and offers strong support to children and their families. Parents value this and appreciate the way that staff are so helpful and approachable. Any issues are dealt with quickly, sensitively and efficiently. Parents also speak of the way in which older pupils are supportive of younger children. The school now has a clear definition of spirituality and provides a range of opportunities and experiences for children to explore. For example, children have responded well to the 'Spirited Arts' competitions producing inspiring paintings and poetry on subjects such as 'Being Human'; 'Path of Life' and 'Reflection'. The school is aware that there is scope to further develop opportunities for spiritual development across the curriculum.

The impact of collective worship on the school community is good

Worship is regarded as a key element of school life and makes a positive impact on the daily lives of children and adults. The Values for Life programme provides a framework of themes upon which worship is based and the explicit Christian values explored have improved the quality of acts of worship since the last inspection. Children are enthusiastic about this term's theme of Wisdom and are able to recall and discuss bible stories such as 'The wise and foolish builders' and 'The wisdom of Solomon'. Children enjoy worship because it is 'a good time of community; time to reflect; an opportunity to share and celebrate.' They understand the purpose of worship, its different components and speak positively about it. Children sing beautifully and are fully engaged in worship. Prayer is seen as very important - in addition to worship time children say grace before meals, a prayer at the end of the day and 'at other times we pray quietly on our own'. On occasions children write prayers at home which they then share in school. Worship tables have been introduced into each classroom so that children understand that worship can happen anywhere and at any time – not just in the school hall or church. There is scope for the children to become more involved in how these can be used and to help them lead worship in the classroom. The vicar regularly leads worship each week in school and children see their visits to the local parish church as an essential part of being a church school. They very much feel a part of the church family. Parents appreciate opportunities to attend celebration assemblies and services and believe that worship has a positive impact on the lives of their children. They report that at home children often sing hymns and songs that they have learnt in school and can, at times, also stimulate interesting

discussions. Ecumenical visitors such as the recently formed 'Open the Book' broaden the school's worship experience and are an excellent example of the support shown by the local worshipping communities. Pupils particularly enjoy the opportunities these occasions provide to take part in drama. Children are increasingly involved in the evaluation of worship using a 'smiley face' system as well as through their own thoughts and reflections. Governors monitor the quality of worship and ensure that this is reported at governor meetings.

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

The headteacher has embraced support from the diocese to ensure that staff and governors have developed their understanding of Christian distinctiveness and spirituality and are confident to articulate this. Significant development has taken place since the last inspection so that the team has demonstrated a clear capacity for further development as a distinctive and effective church school. Leadership of RE and collective worship is excellent. The RE leader ensures that RE has a high profile within the school and that it is seen as an essential part of the whole curriculum in the involvement of children in exploring difficult concepts in depth. Governors have a thorough understanding of the school's current position and what needs to be done next. Plans for action are in place as are procedures for monitoring and evaluating the impact of the ethos. Each child is seen as a child of God and therefore the strong ethos of care and nurture provides support that helps children to flourish. Partnership with the parish church is very strong and the vicar is regarded as an integral part of the life of the school. Links between the school and church communities are continually being reviewed and strengthened. Parents say that they are very well informed about school life through newsletters and informal communication and feel able to engage with and contribute to school life. The School Council value the fact that they are listened to and make a positive difference to the school by, for example, giving constructive suggestions to improve the environment and by instigating fund raising and other activities.

SIAMS report, July 2014, Wilton and Barford Church of England Voluntary Controlled Primary School, Burcombe Lane, Wilton, Salisbury, Wiltshire, SP2 0ES.