

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wilburton Church of England Primary School

Carpond Lane Wilburton Ely CB6 3RJ	
Current SIAMS inspection grade	Good
Diocese	Ely
Previous SIAMS inspection grade	Satisfactory
Local authority	Cambridgeshire
Date of inspection	17 January 2018
Date of last inspection	February 2013
Type of school and unique reference number	Primary 110804
Headteacher	Jenny Bone
Inspector's name and number	Gillian Holmes 849

School context

Wilburton CEVC Primary is a smaller than average-sized primary school serving the village of Wilburton and the surrounding area. Pupils are taught in five classes, some of which are mixed-aged. The majority of pupils have White-British heritage. A significant number of pupils are from traveller families and a small number of these have dual registration. The number of pupils in the school with special needs is in-line with the national average. There are close links between the school and the parish church of St Peter's. Since the previous inspection there has been an almost complete change of both leadership and teaching staff.

The distinctiveness and effectiveness of Wilburton as a Church of England school are good.

- Embedded Christian values underpin all policies and practice and results in the school being a warm, caring and nurturing place.
- High quality worship and religious education (RE) contribute significantly to the development of the Christian ethos and to pupils' spiritual, moral, social and cultural (SMSC) development.
- The school ensures that pupils from all backgrounds are fully included in every aspect of school life.

Areas to improve

- Improve pupils' knowledge of other faiths and cultures so that they have a fuller understanding of diversity and difference.
- Develop a clear and agreed understanding of spirituality with all stakeholders to further enhance the distinctive ethos of the school.
- Increase opportunities for pupils to experience awe and wonder through the development of appropriate outdoor provision focused on supporting spiritual reflection.

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

There is a very positive Christian ethos that underpins the school's work and is effectively expressed through its core Christian values of community, hope, respect and wisdom. These Christian values underpin and inform school values which are based around the word 'potential: partnership, opportunity, trust, enthusiasm, nurture, tolerance, inspirational, aspirational and love. These values are exemplified by the caring and supportive relationships between teachers, pupils, their families and the community. The Christian values are linked expressly with biblical teaching. The school's policies and practice support the school's vision 'for everyone to reach their potential, loving to learn and learning to love'. Its core Christian values are both explicit and implicit and are referred to throughout the day not only in worship and RE but in all other activities. Stakeholders understand the vision but have not yet had the opportunity to explore their shared understanding of spirituality. The school prides itself in enabling all pupils to make expected or better progress. Attainment is well above national expectations in all subjects at Key Stage 2 and at expected levels in Key Stage 1. Pupils who are at risk of underachieving are promptly identified and receive targeted interventions delivered by class teachers and well-trained support staff. As a result progress is good or better across the school and disadvantaged children make exceptional progress. Pupils from travelling families have individual educational support which enables them to access the curriculum both when in school and when travelling. Pupils' behaviour is outstanding and is based on positive actions that exemplify the school's Christian values. Pupils are polite, well-mannered and proud of their school and what they can achieve. They are confident at expressing their ideas and opinions as there is a culture of respect. There have been no exclusions and incidents of bullying are very rare but are dealt with swiftly and fairly in keeping with the school's Christian ethos. As an expression of its caring Christian ethos, pupils enjoy coming to school and so attendance is good. RE lessons on Christianity provide pupils with an understanding of Christianity as a world faith. Pupils enjoy RE and respond positively to discussion and debate focused on Bible stories. Pupils are encouraged to ask and answer 'Big questions' and all responses are valued and respected. Teaching in RE on other faiths is not as effective and pupils do not always have enough opportunities to learn about diversity and difference in religion and culture. RE and worship support pupils' very good spiritual, moral, social and cultural (SMSC) development. A major strength of the SMSC teaching is the development of 'ministers'. Pupils from years 2-6 are voted in by their peers to serve as ministers for charities, religion, well-being, environment, sport, arts, reading or visitors. Pupils are proud to serve the school and have opportunities to propose ideas which lead to positive changes within the school.

The impact of collective worship on the school community is good

Pupils enjoy worship and it is an important part of the school day which is valued by the whole school community. Pupils enthusiastically act out stories, read prayers and respond to questioning. Daily worship is well planned by the deputy head and delivered by the teaching staff, the incumbent and regular visitors from local worship groups. Themes are relevant to the pupils and support their SMSC understanding. Pupils who serve as ministers of religion plan and lead worship once a term. All pupils contribute to worship through regularly sharing oral feedback which has resulted in enhanced provision. St Peter's church is used for festival services four times a year and classes take a turn in planning and leading these. These church services are well attended by parents who are also able to attend the school's Friday celebration assembly. This successfully enhances the school's family feel. Parents are asked to give feedback after church services as their views are valued. Worship deepens pupils' understanding of the significance of Christian festivals including Christmas, Easter and Pentecost. This indicates their good understanding of the Christian year and the importance of Jesus for Christians. They have limited understanding of God as Trinity: Father, Son and Holy Spirit. Biblical material is used in worship and pupils are encouraged to make links with their Christian values. There are close links between the school and St Peter's church. The incumbent leads worship in school one day a week and accompanies pupils on visits to the church where they are able to learn more about Anglican worship and traditions. Pupils all have the opportunity to write prayers which are used in their classrooms. Pupils together wrote a school prayer which is used regularly in worship alongside the Lord's prayer. Pupils say that they understand the importance of reflection and prayer both private and corporate. They use the reflection spaces in classrooms for this. Worship is regularly monitored by senior staff and foundation governors to evaluate its impact in supporting the Christian ethos of the school. The deputy head, incumbent and foundation governors meet termly to review the worship planning and monitoring which ensures effective practice.

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

The headteacher and her staff have worked effectively to demonstrate the school's vision and Christian values to pupils, parents, governors and the local community. As a consequence the school is a welcoming, caring, inclusive and celebratory place. The school has successfully addressed the areas for improvement from the previous

denominational inspection. For example staff and governors work together regularly to identify actions that will enhance all aspects of the Christian distinctiveness of the school. The experienced and competent leaders of both RE and collective worship ensure that these areas have a high priority and that staff are given appropriate training and resources to deliver excellent practice. New staff are nurtured and supported, not only in how to deliver good teaching but also how to support the school values and ethos. Arrangements for RE and worship meet statutory requirements. The whole curriculum is underpinned by a Christian vision for education agreed by all the staff. Governors fulfil their role of strategic partners in supporting ongoing academic and SMSC progress for all pupils. They regularly evaluate the school performance and support the headteacher in her drive for school improvement. Parents are actively involved in the school's life and its Christian foundation through regular invitations to events. The website effectively communicates the school prayer and has a clear statement about its church school status. Parents praise the school for its 'open door' policy and the excellent relationships between staff and parents. They speak very positively about the inclusivity of the school which has been firmly established by the headteacher and her support for all families. The very active parent association raises money for the school and supports its links with the church and the community. The school is the centre of the community taking part in village activities such as the recent art project to celebrate St Peter's Day. Pupils from the school also designed the Christmas card sent on behalf of the churches in the village to all the homes in the area. The school and village have recently raised funds to construct a cabin in the school grounds as a reflection space to be used by the whole community. Links with the diocese and accessing diocesan training has supported the school leadership and senior staff to have a growing understanding of leadership in a church school. Staff benefit from working with other local schools. These provide valuable continual professional development for staff and opportunities to share expertise across the curriculum.

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