

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

### Wilburton Church of England Primary School

#### Vision

Our vision is for everyone in our school community to learn to love and love to learn, following Jesus' example: "Love the Lord your God with all your heart, with all your soul, with all your mind, with all your strength. Love your neighbour as yourself and do to others as you'd have them do to you." (Matthew 22: 34-40)

Wilburton Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Notable Strengths

- The clearly articulated Christian vision is woven through the life of the school. Pupils and adults flourish as they learn to love and love to learn together.
- Pupils and adults are known and celebrated as individuals. The commitment to inclusion and a tailored approach helps pupils to access the curriculum and experience success.
- Learning outdoors nurtures the spirituality of the school community. As pupils play and explore together, they reflect upon their connections with themselves, others, nature and the beyond.
- Positive relationships, underpinned by the vision, drive the work of the school. Leaders' commitment to supporting good mental health positively enhances the wellbeing of the school community.

#### Development Points

- Enhance pupils' understanding of how to challenge injustice. This is to help them understand how they can make a positive difference in the world.
- Further develop the religious education (RE) curriculum. This is to help pupils understand how people's beliefs affect how they think and live their lives.
- Provide more opportunities for pupils to learn about Christianity around the world. This is to help them understand Christianity as a living, diverse, worldwide faith.



## Inspection Findings

### IQ1: Vision and Leadership

Chosen to unite the diverse community it serves, the vision of Wilburton School is powerful in its simplicity. Inspired by one of the greatest commandments, it recognises the value of every person as worthy of care, concern and love. Pupils and adults express this vision as a shared sense of purpose in promoting love, excellence and wellbeing. As a result, they flourish as they learn to love and love to learn together. Leaders, including governors, know and understand their school well. They see the vision as a dynamic driver for every aspect of their work. Regular reflection upon its relevance and impact ensures that it continues to meet the needs of the school community. The clarity this brings enables leaders to make strategic decisions through the lens of the vision. Consequently, the school continues to evolve in its endeavours to provide the very best for its pupils.

### IQ2: Vision and Curriculum

The importance of loving to learn lies at the heart of the curriculum. With a view to raising aspirations, pupils have numerous opportunities to experience the wider world. Horizons are broadened as they visit new places and enjoy residential trips. This opens their eyes to the possibilities that growing up in the modern world offers. Developing the skills of speaking and listening is seen as important to future success. Pupils write and perform poems which celebrate individual heritage, the village community and their school. Sharing these with parents and carers builds confidence and self-esteem. Pupils benefit from exploring the natural world through Forest School. They learn how to take risks while benefiting from the school's exciting outdoor environment. As they play and learn together, they make connections with themselves, others, nature and the beyond. The opportunity to talk about these experiences using a shared language of spirituality makes a significant contribution to their personal development. Leaders are committed to providing a curriculum which is accessible to all. Laptops and work packs enable pupils from the travelling community to continue their studies while away from home. This supports continuity of learning and helps the school and families to stay connected. Intervention and support, carefully tailored to meet individual needs, are freely available. Parents and carers feel that their children are 'seen' as they work closely with the school to secure the best outcomes. Consequently, pupils with special educational needs and disabilities (SEND) thrive in the nurturing environment of the school.

### IQ3: Worship and Spirituality

The vision shines through collective worship. This is thoughtfully planned to deepen understanding of the importance of loving one's neighbour. Equally, it is a time to learn about God and how he wants people to live a better life. Daily references to these key principles mean that pupils and adults understand the purpose of coming together. An invitation to join in with simple opening words helps to calm busy minds ready to hear the Christian message. While exploring the value of perseverance, pupils and adults reflect upon the story of Jesus calming the storm. They consider the importance of remaining focused if they want to achieve their goals. Opportunities for small group discussion ensure that pupils are engaged and supported in their reflections. They make connections with themselves and those around them, reflecting upon the wonder of the world. In this way, their spiritual awareness is nourished. Worship enables pupils and adults to lead better lives. Stories of Mother Teresa inspire leaders to reach out to others. They endeavour to bring a little happiness with every encounter. Celebrating major festivals in St Peter's Church welcomes pupils and their families into the wider Christian family. The warmth of the reception breaks down barriers and reminds people that the church is there for everybody. Opportunities to encounter different styles of worship, whether in Ely Cathedral or through visits from the 'Genr8' team, enrich the worship experience further.



#### IQ4: Church School Ethos and Culture

Loving and respectful relationships provide a strong foundation for the work of the school. The shared conviction that everyone is worthy of love and compassion helps to break down barriers. Strategic decisions are made with a view to safeguarding wellbeing. Investing in inspiring outdoor learning environments nurtures the mental and physical health of the school community. Equally, staff are offered flexible working arrangements. This enables them to achieve a healthier work-life balance. Relationships between pupils of varying ages are strong. Opportunities for pupil leadership raise aspirations and self-confidence. Open to all, pupils engage with the democratic process as they consider what they have to offer in service to others. They take pride in their responsibilities to set a good example as they live out the vision. Older pupils value their role in preparing their younger 'buddies' to step into their shoes as they move up the school. These opportunities prepare them well for the lives that lie ahead of them. Staff describe how their colleagues never hesitate to sacrifice their time in offering emotional support to others. They recognise when others are in need and actively put the vision into action. This selfless approach makes a significant contribution to the wellbeing of the school community.

#### IQ5: Justice and Responsibility

Through the curriculum and collective worship, pupils learn about the lives of inspirational figures. They consider how the actions of Rosa Parks were motivated by her conviction to stand up for what was right. They are fascinated by stories such as these. However, they are not able to express how this learning impacts upon their own lives. Although they express concerns about climate change, pollution and war, they view these as insurmountable problems beyond their influence. With the support of adults, pupils make a positive difference through fundraising activities for charity. They suggest planting more flowers for the bees but do not fully appreciate how such small actions can bring about meaningful change. This is because their understanding of justice is limited.

#### IQ6: Religious Education

Leaders are committed to providing a high-quality RE curriculum. Through monitoring, they identify areas for development and plan next steps. They understand how a narrow view can result in stereotyping and generalisations. In response, leaders have introduced a new curriculum designed to bring about meaningful change. This is designed to be more relevant to the needs of pupils growing up in a diverse, modern world. Opportunities to reflect and talk with others help pupils to make sense of their own worldviews. Equally, a creative approach enables them to express their understanding in a variety of ways. This makes the curriculum more accessible. Working closely with the diocese ensures that teachers are well-prepared for the next stage in the development of RE.

## Information

Address	Carpond Lane, Wilburton, Ely, Cambridgeshire, CB6 3RJ		
Date	16 September 2025	URN	110804
Type of school	Voluntary Controlled	No. of pupils	116
Diocese	Ely		
Headteacher	David Aston		
Chair of Governors	Anthea Dodson		
Inspector	Helen Simms		