



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wilbarston Church of England Primary School

Address School Lane, Wilbarston, Market Harborough, Leicestershire, LE16 8QN

How effective is the school’s distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish

Overall grade **Good**

The impact of collective worship **Good**

School’s vision

‘To learn with care, fun, faith and respect’

Our vision as a Church of England School is to deliver a caring, stimulating and enjoyable experience for all our pupils, during which pupils are expected to do their best at all times and to live out our Christian values, underpinned by John 10:10 – Jesus said, I have come that you should have life, life in all its fullness, by treating others as they would like to be treated.

Key findings

- All are embraced and personally known within this small school community. Deep levels of care underpin all relationships and have enabled the school to navigate difficult circumstances well.
- Pupils delight in learning. They benefit from a rich curriculum offer and learn well. The absence of a shared understanding of spirituality means that opportunities for spiritual reflection are missed.
- Collective worship is a joyous expression of the school’s vision. Pupils and staff speak movingly about how it strengthens their commitment to have and offer life in all its fullness.
- Partnerships with the multi-academy trust (MAT) and diocese are mutually beneficial, enriching the daily experience of pupils and staff in this and other schools. Governors’ plans for robust and continuous monitoring of the Church school’s vision are at an early stage.
- Religious education (RE) contributes well to pupils’ religious literacy. Although pupils progressively develop their understanding of the diversity of Christian belief and practice, opportunities to explore diversity within other religions are limited.

Areas for development

- To develop a shared understanding and approach to spiritual development across school life which further meets the spiritual needs of all.
- To refine governor monitoring and evaluation to drive improvement as a church school.
- To review how RE enables a secure understanding of faiths other than Christianity so that pupils progressively know key beliefs and diversity within them.

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 school's vision and associated values, underpinned by John 10:10, permeate all areas of school life. Staff readily articulate how they see and interpret the vision in their roles. They express how it inspires them to offer a broad, rich and enjoyable experience for all pupils. This lived experience of pupils is strikingly evident from displays within the hall, celebrating a myriad of ways the community learn with care, fun, faith and respect. The school has been proactive in keeping abreast of developments in Church school education. Governor evaluation of Church school distinctiveness is developing, with plans for robust and continuous monitoring at an embryonic stage. Self-evaluation is accurate, with leaders and governors identifying appropriate next-steps for school improvement. Such steps are closely aligned to the school's vision.

Pupils prosper within a culture which encourages them to be the best they can be. They are proud of their learning and benefit from an exciting and well-planned curriculum offer which is driven by the school's vision. Pupils thrive academically because staff are deeply committed to ensuring that all, including those considered to be vulnerable, flourish academically. The curriculum offer is enriched by a range of themed days, visits and visitors. Staff actively seek opportunities to make links between curriculum thinking and the school's values of respect, care and honesty. This has led to an increasing amount of discussion about ethical issues such as deforestation and pollution. These ethical discussions inspire conversations at home. How each curriculum area might contribute to pupils' spiritual development is currently underexplored. Leaders rightly identify that pupils' understanding of difference and diversity nationally and globally is an area of focus. The further enriching of opportunities within the curriculum to enhance a deep understanding of diversity and celebrating difference would benefit all learners. A close partnership with the diocese and MAT has supported the school in living out its vision, improving standards for all through continuous and monitored development. These purposeful and positive relationships have enriched the daily experience of both pupils and staff.

Staff speak overwhelmingly positively about how the vision helps and inspires them to be the best they can be also. They see each other as 'one family' who offer support and encouragement, united around a common purpose of enabling all to have life in its fullness. Sensitive decision making from leaders and governors show the deep levels of care for staff. This has included support offered during difficult times, in which the school's values have been seen 'loud and clear'. Staff appreciate the access to a range of professional development opportunities and the purposeful steps taken to prioritise wellbeing.

Pupils actively contribute to shaping and living the school's vision through a range of leadership and pastoral responsibilities. The school council enables opportunities for pupils to enrich school decision making and action. This has frequently found expression in charitable activities, supporting organisations such as Young Lives vs Cancer and Leicester Animal Aid. Pupils see such opportunities as a chance to enable flourishing in the community. Pupils and staff are increasingly inspired by the vision to be courageous advocates. The community recently wrote to residents at a local care home which had a positive impact on those receiving the letters. Concerned by litter in a local town, pupils also wrote to the Prime Minister to call for change. House captains identify how the school's values are lived out by their peers, which are celebrated weekly during collective worship. The 'buddies' system enables Year 6 and reception pupils to read together, play together and look out for one another. The building of these relationships is a practical demonstration of the school's vision of respect, fun and care.

High levels of modelling, nurturing and supporting by both adults and children result in mutual appreciation and valuing of each individual's contribution to the life and success of the school. Exceptionally harmonious relationships exist due to the culture of respect and care. Pupils feel safe and enjoy school. The 'buddy bench' on the playground allows pupils to care for one another if they are feeling sad. Effective safeguarding procedures are in place to support pupils. Because pupils are individually known, provision is well-tailored to meet their individual learning, emotional and social needs; such support includes nurture groups and play therapy. Parents and carers speak emphatically of the holistic and personalised support offered by the school to their families during the pandemic. The flourishing of all has occurred as a direct result of vision-informed decision making in which all are cherished.

Collective worship is a joyous expression of the school's vision. As one pupil stated, 'it is where you see the school in all its fullness'. It is seen as the heartbeat of the school, a valued time to think deeply about self, others and God.

Strong provision inspires all to live the school's values to have and offer life in all its fullness. Recent moves to embed class-based worship have had a positive impact upon pupils' spiritual development. Pupils value the time to reflect on their own and others' views. Often, conversations initiated in class-based worship are meaningfully continued between pupils and staff in other areas of school life. A range of worship styles, such as discussion, silence and song, enrich worship. However, the absence of a shared understanding of spirituality means that opportunities for spiritual reflection are currently missed. How collective worship, listening in prayer and use of reflective spaces enhances spiritual growth is an area which would benefit from further exploration.

Monitoring is used judiciously to inform a continuous cycle of improvement for worship. Work with the diocesan consultant, University of London and pupils has identified purposeful next-steps which are swiftly acted upon. As a result, collective worship is well-structured, inspirational, inclusive and invitational. Pupil understanding of the Christian belief of God as Trinity is not secure.

RE is a valued subject within the school. Pupils benefit from a coherent offer which develops their religious literacy. Pupils enjoy the subject and talk about how deepening their understanding of religion and belief in the world links to the school's value of respect. Although pupils gain an appreciation of the diversity of Christianity through RE, this is not presently the case for other religions. A range of opportunities exist for pupils to reflect spiritually upon their own experiences and views. For instance, the story of Abraham and Sarah allowed pupils to meaningfully reflect about restoring relationships in their own lives. Taking the vision of flourishing beyond the school, the headteacher has ably supported the development of strong practice in RE across the MAT.

Contextual information about the school

Date of inspection	26 November 2021	URN	140094
Date of previous inspection	12 March 2015		
School status	Academy inspected as voluntary controlled	NOR	96
Name of MAT	Pathfinder Schools		
Diocese	Peterborough		
Headteacher	Andrea Green		
Pupil profile	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 below national averages.		
Inspector's name	Ryan Parker	No.	982