

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wilby Church of England VA Primary School

Address	Church Lane, Wilby, Northamptonshire NN8 2UG		
Date of inspection	26 June 2019	Status of school	Voluntary aided primary
Diocese	Peterborough	URN	122033

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

Wilby Church of England Primary is a school with 89 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 in line with national averages. The proportion of pupils who have special educational needs and/ or disabilities is in line with national averages. The school has a well-established headteacher who has been in post for eleven years.

The school's Christian vision

Together we are inspired to learn within the family of God's love. We encourage one another to reach our full potential within a Christian atmosphere.

John 13:34

'A new commandment I give to you, that you love one another as I have loved you.'

Key findings

- The skilled and empathetic leadership of the Headteacher, together with the commitment of all adults, has managed and resolved some difficult situations. It is a tangible example of the vision lived out.
- The school's Christian vision inspires the positive relationships between the school and the local church community. This ensures governance and Christian enrichment are strengths of the school.
- The vision of school leaders to support families through the appointment of a parent link worker has ensured that complex issues are resolved quickly. The vision of the school supports this role to create a harmonious and nurturing environment.
- The Christian vision underpins collective worship and children reflect on how each worship time deepens their understanding of it. During worship pupils sit, learn and pray together. This enriches their appreciation of love and care for each other.
- Religious education (RE) is well planned and encourages the whole community to analyse and enquire, supporting respectful debate.

Areas for development

- Extend the children's opportunities to engage in social action projects to address disadvantage both locally and nationally, enhancing pupils' development as advocates for change.
- Develop the established role of worship leaders so they can enhance spiritual development by increasing the opportunities for spontaneous prayer within the prayer life of the school.
- Develop the current good teaching in RE to ensure that all children, especially the more able, make progress and achieve standards in line with other core subjects.

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

Love and care for others are at the heart of the school's work and ethos. Everyone is committed to these two Christian values and the linked biblical reference. There are very positive relationships between pupils and adults as well as an effective partnership with the parish church. The headteacher alongside governors, including the vicar, have raised the profile of the vision by routinely revisiting it. It is now well known and clearly articulated by all stakeholders. Governor strategic planning is focused on achieving the vision and their monitoring includes analysis of how effectively the vision is being lived out. This fulfils a development point from the last inspection. The values booklet, is shared with all new families joining the school and is a clear example of how the vision has become a reality for the school. Communication via newsletters, which enables families to use the value at home at the same time is a strength as it enables school and home to effectively engage with the value. Partnerships with the diocese enable staff to access training and support via the gold service level agreement.

The Christian vision is at the heart of the work undertaken in school to ensure all children achieve their best. The result is a three year improvement in standards at Key Stage 1 and Key Stage 2. The work of the parent link worker is fundamental to the support and encouragement given to the more vulnerable members of the school community, including their families. Additional funding has been targeted to ensure the inclusion lead can target support to those under achieving. The children report enthusiastically of the vast ways in which they are supported within school. An audit of spirituality across the curriculum has not been undertaken but there is a comprehensive spirituality statement on the website. Many opportunities are given to develop children spiritually, including use of prayer and reflection areas and celebrating achievements outside of school.

The school ensures that all children and staff work to achieve their potential. In an environment where all are expected to work hard, support is consistently given. The children are aware that to reach one's full potential you need to do something, and occasionally step outside your 'comfort zone'. To support the more vulnerable children, targeted group and individual lessons are planned and provided. Reflecting the precious life we have comes from God, children are encouraged to keep healthy and active through a comprehensive sports programme. The use of big questions enables children to consider their place within a wider world. Fund raising undertaken by the school and money raised prioritised by school council, results in an increased awareness and support for others less fortunate. There is the initial stage of a link being formed with a school in Kenya. However, children do not have learning which helps them to identify their passions for the world to identify what they can do to initiate change.

The school's behaviour policy links directly to their vision and values. It is built on an expectation of love and forgiveness for all. Each day is a fresh start for all. There is a strong commitment to forgiveness and fresh starts. Relationships at all levels are mutually respectful. The staff are positive role models and have a significant impact on the behaviours and aspirations of the children. The commitment of the governors to the mental health and wellbeing of the whole school community, pupils, parents and staff, has resulted from working with the Church of England's guidance on Mental Health and Wellbeing. Training is regular and comprehensive, to ensure all staff are skilled and can remain vigilant to changes in children's behaviour. The vicar provides pastoral support for staff and pupils. Key Stage 2 pupils say they know that she will always listen.

Staff and governors have recently implemented aspects of the guidance in 'Valuing all God's Children'. This has deepened the school's understanding and commitment to gender literacy and stereotypes. As a consequence sensitive issues are dealt with compassion and sensitivity enabling all to feel a sense of belonging and acceptance in the school community. In the context of the school vision, the new expectations for sex and relationships education are being sensitively planned for. It was very evident that the behaviours demonstrated by key adults in the school support the value of 'loving one another as Jesus loved'. It was evident that specifically, the headteacher and the parent link worker routinely went 'above and beyond' for families in the school. A perfect illustration of this was shared by a parent. She spoke of the commitment of these adults, and others in the school, to providing support after a house fire. The school's Christian vision extends to the role played by external agencies, who both run courses and provide expertise if specialist skills are required.

Collective worship is a positive and engaging experience for all. Biblical teaching and links to the school's values are at the heart of the community coming together. Pupils have a good understanding of the trinitarian nature of God, explaining the link to the lighting of three candles whenever they gather. This is a well embedded

development from the previous inspection. Collective worship is carefully planned and involves children in some aspects of the delivery. The role of worship leaders is not fully developed so their impact on the daily prayer life of the school is limited. The close relationship between the school and the local church community means that the weekly worship held in the church is an opportunity for children and parishioners to gather together. The formal structure to the service is well known and understood by the children. They enjoy their involvement and can articulate the impact of this on their lives.

Pupils speak of their enjoyment of RE and the way it challenges their thinking. Many also recognise the need to further their understanding and respect for other people's faiths and beliefs. The headteacher's passionate leadership ensures that RE is well planned and monitored in line with other core subjects. There is increased consistency in the high quality of teaching and learning across all classes though some opportunities for teachers to learn from the best practice are missed.



The effectiveness of RE is Good

The planning of RE, which is undertaken by the headteacher, ensures that teaching and learning are securely good. This is identified through regular monitoring by the headteacher and governors and is verified by inspection evidence. More able children have insufficient opportunities to respond in RE to demonstrate their greater understanding. The numbers of children achieving the higher standard across the school in RE are not as high as in other core subjects.

Headteacher	Lisa Pearce
Inspector's name and number	Janet McMurdo (529)