

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Winsley Church of England Voluntary Controlled Primary School

Tynning Road,
Winsley,
Bradford-on-Avon.
BA15 2JN

Current SIAMS inspection grade	Outstanding
Diocese	Salisbury
Previous SIAMS inspection grade	Outstanding
Local authority	Wiltshire
Date of inspection	8 December 2016
Date of last inspection	6 December 2011
Type of school and unique reference number	Primary 126371
Headteacher	Rebecca Wilson
Inspector's name and number	Lorraine Pugh 819

School context

Winsley Church of England Voluntary Controlled Primary School has six classes for the 160 children on roll. The school has a growing population and has recently increased its admission number to meet the demand for places. The school is situated in the rural village of Winsley on the outskirts of Bradford-on-Avon. Most of the children are of White British heritage. The numbers receiving the Pupil Premium Grant for disadvantage and those needing special needs support is lower than the national average. The current headteacher has been in post for four years.

The distinctiveness and effectiveness of Winsley Church of England Voluntary Controlled primary as a Church of England school are outstanding.

- The school's leadership is highly ambitious and successful in establishing a fully inclusive Christian learning environment for all its children.
- The school's Christian values are deeply embedded with their impact confidently articulated by children, staff and parents.
- The high quality of teaching in religious education (RE) and collective worship significantly impact on the school's Christian character.

Areas to improve

- Improve the children's knowledge of different religions, including their similarities and differences from Christianity, by introducing more opportunities for first hand experiences with other faiths.
- Develop more formal procedures for leaders and governors to create a more effective system to monitor and evaluate their work as a distinctively Christian school.

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

Winsley is an outstanding church school because its core Christian values of kindness, compassion, friendship and respect are explicit and well established. These values successfully underpin all of the school's work in supporting the children's academic and emotional development. They are constantly re-enforced which has built a strongly inclusive community. Children with significant needs are welcomed and fully supported. Despite challenges in their lives, these children learn and play happily alongside their friends because of the loving safe environment created by the school. Christian values are taught to children from the very beginning of their time at Winsley and this successfully contributes to raising feelings of self-worth and the desire to be the best they can be. Academic standards are above national age expectations and children make good progress from their individual starting points. Parents appreciate the extra emotional and academic support given to children when it is needed and recognise the school's determined ambition for each of its pupils. Children describe their school as a place 'where everybody listens and where worries are sorted out quickly'. Behaviour is exemplary, with politeness and respect clearly evident. Adults who work in the school describe the strong supportive team spirit where everybody matters and a place where they all have a voice. Opportunities for spiritual development are evident throughout the school building and clearly identified within curriculum planning. School leaders have addressed this development point from the previous inspection and have successfully increased children's spiritual development with an awareness of themselves, others and the world around them. The children have a growing knowledge of other faiths and clearly explain why it is important to treat everybody with respect, regardless of difference. There are some opportunities for children to experience faiths other than Christianity at first hand. They take their charity work very seriously, saying that it is important to help each other. This has resulted in numerous child initiated charitable activities such as the raising of funds for the 'Just a drop' charity. One pupil described the 'incredible feeling' she had when photographs showed children drinking the water that they had helped to provide. The RE leader is passionate about her subject and ensures that standards are at least in line with other core subjects. This is clearly evident in the high quality examples of the children's writing. Some RE activities do not require writing in books so the school collects evidence of learning through comprehensive photo-books that are annotated with learning impact statements from the children. Religious education is well taught by teachers who have high levels of subject knowledge and a passion for their subject. Engaging lessons take place, where children are challenged to think deeply, for example, 'are poor people as important as rich people?' Children have a strong voice in shaping life within the school and the elected 'V2 Crew' group of children are proactive in leading class forums to collect the views of others. Their findings are incorporated into the school's development planning. For example, the way they prefer worship to be organised through the week and which charities to support. The V2 Crew recently attended, and greatly enjoyed, an 'Experience Church' day at a neighbouring church. They were successful in their request to hold similar events in their own church for other children in the school. The '52 Lives' kindness project includes examples of kindness from children, staff and parents thus clearly illustrating the impact of the school's Christian values on the whole community.

The impact of collective worship on the school community is outstanding.

Collective worship is outstanding because it has a central place in the daily life of the school and strongly reflects Winsley's Christian character. Children speak positively about worship themes and explain clearly how they relate to their everyday actions. For example, they describe the lesson in the story of the Good Samaritan as 'it teaches us how we should love and care for everybody, treating others how we would like to be treated'. Themes are followed up in class worship and this is highly effective in giving children the opportunity to explore their meaning to a deeper level, as appropriate to their age. Children describe worship as a special time of the day when you learn about being a better person and a time to pray together. There is an emphasis on reflection with time to think about the meaning of the daily worship theme and how it can influence behaviour. Reflection time linked to their learning about Remembrance and Harvest has successfully given children a deeper understanding of these special services in the Christian year. Children are actively involved in organising and leading worship services held in the school and church and describe the services held in church as particularly special times. Everybody is included in daily worship and adults go to great lengths in making attendance possible for children with particular needs. Children are introduced to a variety of prayers and songs and the local vicar has supported the school community in understanding the meaning behind the words of the Lord's Prayer. Biblical stories are linked to the school's values which support the children's understanding of them as being distinctively Christian. Children's views regarding worship have been listened to and this has been instrumental in deciding how worship is organised through the week. Children willingly respond and participate with enthusiasm, making worship an engaging and enjoyable experience for the whole school community. Anglican traditions are used and children explain their significance, for example the lighting of the candle to show that Jesus is present. The Trinity is taught at an age appropriate level and children describe God as the Father, Son and Holy Spirit. Prayer has a special place through the school day. Children talk about 'Teaspoon' prayers to say thank you, sorry and please. They are keen to share how prayer helps them and explain that personal prayers can be said at

any time in any place, thus clearly showing its importance in their lives. Children say prayers can be shared with others but also say that their privacy is respected if they would like to keep their prayers to themselves. The worship leader has formalised systems for monitoring and evaluating the quality of worship, and this information guides future planning and professional development. The views of the children and adults form an important part of worship management and this has been an influential feature in ensuring the high standards of worship provision in the school. The clergy and the church members' Open the Book team are regular leaders of worship allowing the children to experience a variety of worship styles.

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

The vision, ethos and ambition of school's leaders are clearly rooted in distinctively Christian values. This has been significantly developed since the last SIAS inspection with its development points being fully addressed. The headteacher ensures that children, staff and governors are central to all school decisions and this makes a powerful contribution to the creation of a caring, highly inclusive environment where everybody is welcomed and valued. The headteacher is extremely well supported by her assistant headteacher who has leadership responsibility for RE, worship and Christian character within the school. She clearly articulates how she is developing these areas and is able to describe the impact of past actions. Her rigorous monitoring procedures ensure high quality provision. Learning is evaluated through an efficient assessment system which identifies future development actions that impact on the quality of planning and delivery. Governors make regular visits and are very well informed. However, current monitoring is informal and do not fully contribute to evaluation of the impact of the school's Christian distinctiveness. The school's leadership works closely with the vicar of the local church and this strong partnership plays a pivotal role in ensuring the school maintains, develops and fulfills its Christian vision. The church youth worker works tirelessly within the school in a variety of roles, clearly showing the strength of the school and church working together. He runs extra curricular activities such as the popular Creative Café and also holiday clubs. He also provides caring pastoral support for families and children, even after they have left Winsley. Diocesan training has supported the professional development of the leaders and this has been successfully used to train other adults in the school. Parents praise the school for the way it nurtures their children in love and Christian values and for its inclusiveness for each and every child. This was shown in a recent parent questionnaire with one parent stating that 'we support the Christian values promoted and value the moral and citizenship aspects of this side of the school, although we are not a religious family'. Statutory requirements for RE and collective worship are met.

SIAMS report December 2016 Winsley CE VC Primary School Bradford-on-Avon BA15 2JN