



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Archbishop Wake CE Primary School

Address Black Lane, Blandford Forum, Dorset, DT11 8SW

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**

The effectiveness of religious education (RE) **Good**

School's vision

Aim high, believe. Fly high, achieve.
'...but those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.' (Isaiah 40:31)
Everything that takes place in school on a daily basis has the aim of enabling every individual to flourish – no matter their background, faith or current circumstance.

Key findings

- Leaders' decisions about curriculum design and extracurricular provision are driven by the school's aspirational Christian vision and commitment to inclusion.
- A wholehearted commitment to inclusion ensures that pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged or vulnerable are able to thrive and flourish.
- Opportunities for spiritual development and courageous advocacy are well matched to the different ages and needs of pupils.
- Religious education (RE) is well led and makes a significant contribution to pupils' spiritual development.
- Older pupils enjoy regular opportunities to plan and lead collective worship, but there is scope for the youngest children to be more involved.

Areas for development

- Continue to increase the outreach and impact of the pastoral support team as they work with, and minister to, families facing difficult situations in the wider community.
- Enable pupils of all ages to plan, lead and evaluate collective worship with confidence on a regular basis.
- Embed the school's recently resequenced RE curriculum to ensure that all teaching and learning in RE is of the highest quality for all ages and groups of pupils over time.
- Enable pupils to deepen and celebrate their personal and collective spirituality through developing outdoor worship and quiet reflective areas within the school grounds.

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 is a welcoming and nurturing Christian community where all are invited to 'Aim high, believe. Fly high, achieve.' Pupils, parents, staff and governors are proud of their school and articulate its distinctiveness in terms of the school's vision based on Isaiah 40:31. Leaders' concern for adult mental health and wellbeing enables staff to 'renew their strength' and sustains them in their work. Pupils speak about 'flying as high as an eagle' as they explain how they feel about themselves and their learning. Parents say 'the school lives up to its reputation for being friendly and loving' and unequivocally attribute this to the school's strong Christian ethos. Consequently, relationships between all parts of the school community are highly respectful and mutually supportive. The headteacher leads with joy, passion and humility. He inspires all staff, governors and pupils to live out the school's Christian vision.

Restorative approaches to behaviour management are deeply embedded in school life. Staff support pupils in taking responsibility for their words and actions. Pupils demonstrate a willingness to forgive one another in order to heal damaged relationships. They talk about second chances and new beginnings. Parents agree that bullying is extremely rare and that when issues arise, they are dealt with quickly, sensitively and with empathy. Parents attribute pupils' good behaviour choices to the school's unwavering fidelity to its goal of ensuring every individual is free to flourish and thrive. Pupil anti-bullying ambassadors model how to live well with others and include everyone in their play. In recognition of the positive impact this has had, the school achieved a Diana Award for Respect in July 2021.

As eco-councillors, house captains and school councillors, pupils feel able to influence decisions in school. Recently, pupils voted to change house names to Attenborough, Rashford, Seacole and Thunberg. Older pupils explain how these role models represent diversity, courage and social or environmental activism. Pupils go on to make links with the school's 'Aim high, believe. Fly high, achieve' motto.

Lessons are inclusive and pupils' spiritual, moral, social and cultural development is good across the school. The school's vision and values are expressed through four curriculum drivers of aspiration, community, inclusion and language. These drivers make learning more accessible for more pupils. With a greater emphasis on oracy and discussion, pupils' level of participation across all subjects has increased. This has allowed vulnerable pupils and those with SEND to feel nurtured, supported and successful in their learning. Pupils stress the importance of being tolerant of different viewpoints, turn-taking and a willingness to respect everyone for their ideas and insights. Another example of Archbishop Wake's uncompromisingly inclusive and enabling vision is to be found in the school library. A range of books with conspicuous themes of diversity, equality, acceptance and belonging are prominently displayed. For leaders these 'must read' publications constitute a book spine of hope, aspiration and love. For pupils, the books are a reminder that 'difference is a good thing' and 'everyone is welcome here'.

The school meets pupils' physical needs as well as attending to their education and spiritual wellbeing. Leaders explain that pupils can only learn properly when they are safe, appropriately clothed and properly fed. The Bible story of The Parable of the Lost Sheep underpins the school's approach to attendance. The Feeding of the Five Thousand inspires breakfast club provision. The school employs two dedicated pastoral support workers to offer practical assistance to families experiencing difficulty. Likewise, the school works with Blandford Foodbank and Faithworks Wessex Community Money Advice Service to help local families. A range of charities and good causes are supported. Opportunities for courageous advocacy and social action have been developed by pupils.

Pupils value worship in their school and there are many opportunities for pupils to develop spiritually. Pupils of all ages are able to explain how the school prayer links to the school's vision. Older pupils also know the Lord's Prayer as the 'special prayer Jesus taught to his disciples'. They understand prayer as both 'listening to' God and 'talking to' God. Classroom prayer, reflection areas and times of collective worship nurture pupils' understanding of the Christian faith and Anglican tradition. Bible stories are brought to life by the local Open the Book team. Older pupils, especially those who serve on the school's church council, participate in, plan, lead and evaluate worship times. Lighting a candle signifies to pupils that worship is a special time as well as representing Christ as the light of the world. Attractive displays, posters and banners around the school buildings prompt reflection and deepen children's spirituality and theological understanding. They offer meaningful everyday opportunities

for pupils to pause in awe, wonder and reverence. Leaders have begun to develop an outdoor area in which pupils may explore prayer and quiet contemplation during break times.

Governors see their role as ensuring leaders keep the school's vision at the heart of school life. In turn, school leaders consistently place this vision at the heart of school development. Robust systems of monitoring the vision ensures leaders and governors are well informed and accurate in their evaluation of the school. The school's recently restructured leadership team effectively induct and mentor new staff to ensure the school's vision is consistently maintained.

RE makes a sound contribution to the Christian character of the school. An enquiry-based approach to learning in RE is developing across the school. Pupils use their skills and ideas to explore their own beliefs and consider some of the big issues of life. This makes a significant contribution to pupils' spiritual development. RE provides ample opportunity for pupils to consider identity, diversity and difference, within a framework characterised by tolerance and mutual respect. A range of activities and open-ended questions invite pupils to consider the importance of belief and faith for others and for themselves. Because of this, pupils delight in learning about different faiths and understand why religion is important to people.

The school's uplifting Christian vision runs like a golden thread through every aspect of school life. As a result, parents trust school staff and greatly value the pastoral care and practical assistance on offer. Pupils experience school as a place of calmness, security and happiness, increasing their resilience and self-confidence.



The effectiveness of RE is Good

RE is led with enthusiasm. Teachers' expectations are high and pupils are told what they need to know to improve their work. Pupils collaborate well, exchanging ideas whilst respecting each other's views. As a result, pupils make good progress. The RE curriculum was recently reviewed and resequenced with the aim of extending and deepening religious literacy. Leaders understand the need to monitor and evaluate the long-term impact of these changes on pupils' learning outcomes.

Contextual information about the school

Date of inspection	22 October 2021	URN	141043
Date of previous inspection	1 October 2014		
School status	Academy inspected as voluntary aided	NOR	392
Name of MAT/Federation	Diocese of Salisbury Academy Trust		
Diocese	Diocese of Salisbury		
Headteacher	Daniel Carter		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is below national averages.		
Additional significant information (if needed)	The school has a low level of cultural and religious diversity and few pupils speak English as an additional language. Since the last denominational inspection, Archbishop Wake has joined the Diocese of Salisbury Academy Trust.		
Inspector's name	Rupert Kaye	No.	906