



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wimborne St Giles Church of England VA First School & Nursery	
Address	Wimborne St Giles, Wimborne Dorset, BH21 5LX
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
<p>'Together we Grow: Together We Give'</p> <p>'To create a school that stands out, in which everybody thrives, which is firmly rooted in LOVE, JOY and HOPE and which branches out to serve its community'</p> <p>'And the leaves of the tree are for the healing of the nations.' Revelation 22:2</p>
Key findings
<ul style="list-style-type: none"> • The headteacher is passionate and relentless in identifying the best quality practice to enable pupils to flourish and driving improvements. She gives excellent support to other schools whilst leading improvements across the diocese. • The vision and Christian values are at the heart of this warm caring family. All treat one another with a high degree of dignity and respect. It inspires the school to play an influential role in the life of the local community. • There is an influential culture of being the best you can be with pupils developing high aspirations within the curriculum and the school community. Pupils have a range of opportunities to contribute to school life becoming confident advocates for change. New creative approaches to teaching in religious education (RE) have been introduced but are not yet embedded. • Partnerships are central to the school's development, with the Diocese of Salisbury Academic Trust (DSAT) making a strong contribution to supporting improvements and evaluations. Pupils' knowledge of global communities, deprivation, difference and diversity are at present less well developed. • Aspects of collective worship, such as muddy church are innovative and inspiring. Whilst there are more opportunities for spiritual reflection these are not recorded in subject planning, nor are pupils able to express their ideas in imaginative ways.



Areas for development

- Develop the new creative approaches to the teaching of RE so they are fully embedded and enable more pupils to work at a greater depth.
- Ensure that opportunities to develop pupils' spiritually are identified in the planning of all subject areas so that they can express their deepening thinking in a variety of creative ways.
- Enhance pupils' awareness of global communities, deprivation and diversity. This is so that pupils can articulate the difference these have for others and further extend their opportunities to be advocates for change.



Inspection findings

Pupils show an insightful understanding of the school's distinctive Christian vision. They make links between flourishing trees, which represents the vision and their own lives. They explain that the roots are Christian values which gives them a strong foundation and direction. Pupils talk thoughtfully about the biblical verse underpinning the vision. They perceive they are the leaves who bring healing for the nation. Pupils see this as repairing the damage to God's world, being its stewards and making a difference for others. The vision, created during the pandemic lockdown, recognised the importance of being part of a warm community and the problems of local rural isolation. Leaders articulate a secure understanding of biblical principles underpinning the vision. They talk about flourishing and how we can live well together following Jesus' teachings. Leadership is excellent, it is passionate and relentless in its drive to offer the highest quality education for all. The vision drives improvements, for instance, redesigning the curriculum with the vision running clearly through all subject areas. There is an emphasis on welcome and meeting each pupils' individual needs. A strong staff team are established who see their role as living out the vision daily. They recognise where they have been encouraged to flourish, for instance training to become teachers. Some staff are effectively developing leadership skills, for example, through acting as an interim headteacher. Leaders continuously make ongoing evaluations which lead to improvements. Governors are enthusiastic and supportive. Their monitoring is robust, using the detailed headteacher's termly guide on aspects to evaluate. This includes indications of where to look for evidence and what this might look like. Governors' conclusions frequently lead to targets for improvement.

The vision of growing and being together is fundamental to creating this caring community. Pupils articulate that they feel part of a family. They show a high degree of respect and dignity to everyone. Pupils recognise that Christian values shape their attitudes and relationships. They use the language of values in discussions or comments when individual actions do not meet expectations. This is a significant strength. Pupils know the importance of forgiveness. Families feel welcomed and important, particularly new pupils who need a new start. Skilled staff are proactive in identifying pupils' emotional needs and use strategies which effectively nurture them. Provision for mental health and well-being is securely in place. Pupils talk confidently of approaches they use to help them keep calm. The school acts as a hub for the community. A fine example is the Jolly Good Company, a group of local residents. They join in sessions where pupils are developing particular skills or planning initiatives which make a difference for others. These include arts or eco projects, organised through the school council. More pupils are being independent advocates for change. For instance, they organise clothes recycling for refugees or raise awareness of disruption to local natural habitats. Pupils now sell washing up liquid to reduce the amount of plastic sent to landfills.

An ambitious curriculum is being embedded as a result of the vision. The vision and Christian values are intrinsically woven through all learning experiences, enhancing their importance. Planning within the curriculum is more detailed with work progressively developed, enabling pupils to work at greater depth. Pupils are engaged in learning and show pride in their work. A new programme for character development is influential, nurturing their aspirations. There is a culture of being the best you can be. Staff have high expectations of pupils setting them individualised targets which raises their self-esteem. This is further enhanced by pupils developing their leadership skills through school council, the worship or eco teams. Vulnerable pupils' needs are




effectively addressed, so they flourish. The provision for spirituality is growing alongside staff knowledge. Opportunities for reflection are well established. However, experiences for spiritual development are not identified in subject planning, nor are pupils able to express their ideas in a variety of creative ways. At present, pupils' knowledge of global communities and deprivation are less well developed, as is their knowledge of diversity and world faiths. Pupils are strong advocates of caring for God's world, challenging projects which are harmful to the natural world. This led to an eco-group being formed who are increasingly active.

The vision promotes the importance of working together, sharing good practice with others. The headteacher plays a major role in developing school improvement across the diocese. She has supported schools going through challenging times enabling them to put effective systems in place. She effectively nurtures new headteachers and leads on specific projects for the local authority. Partnerships with local schools supports subject leaders' planning and introducing good practice. DSAT gives influential support through excellent focused monitoring, training for staff and enhancing improvements. Valuable contributions to governance and leading worship both in and out of school are given by the local church.

Collective worship plays a major role in deepening pupils' understanding of the vision by exploring Christian values. Worship is inclusive and invitational. It can be inspiring when Muddy church worship is held in the forest school area. This creates a rich reflective atmosphere which is valued. Pupils have good opportunities for quiet and prayer, with the library reflection station increasingly used. Ongoing improvements led by the enthusiastic and knowledgeable coordinator continues to raise the importance of worship. A small pupils' worship team plan and lead worship. They shape planning with their ideas whilst their evaluations have led to greater pupil participation through drama. Pupils articulate a good understanding of biblical characters and themes, linking these to their answers. They talk about the main Christian festivals and why they are important. Reflection books are of high quality showing the development of their thinking. One pupil's self-esteem is enhanced each week by celebrating their talents in celebration worship. Pupils from that class make positive comments which are collated and presented to them. This links to pupils' understanding that everyone is special to God.

The RE subject leader draws on best practice identified by the diocese to lead improvements. New creative approaches are being introduced., such as using music and drama. Exploring big questions of meaning and purpose challenge pupils' thinking. They learn from others drawing upon skills from 'Philosophy for Children' and know how to disagree well. Pupils' progress is rigorously monitored and leads to additional support for some pupils. Their appreciation of Christianity as a living faith is strong. Knowledge of world faiths and views is improving with new approaches introduced.

	The effectiveness of RE is		Good	
	<p>Teaching in RE is generally good. There are glimpses of more creative approaches being introduced, but these are not fully embedded. A new curriculum, drawing on ‘Understanding Christianity’, an RE resource, is deepening pupils’ understanding of key religious concepts. Vulnerable pupils make good progress, they are well supported, verbally sharing ideas. However, more pupils could be challenged to work at a greater depth. Pupils take a pride and eagerness in their learning and feel it has a relevance for their thinking.</p>			
Information				
School	Wimborne St Giles Church of England VA First School & Nursery	Inspection date	18 October 2022	
URN	148302	VC/VA/Academy	Academy	
Diocese/District	Salisbury	Pupils on roll	59	
MAT/Federation	Diocese of Salisbury			
Headteacher	Philippa Hill			
Chair of Governors	Keith Barton			
Inspector	David Hatrey	No.	844	