

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Minster Church of England Primary School, Warminster | |
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| Address | Emwell Street, Warminster Wilts, BA12 8JA |
| 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 | Excellent |
| The impact of collective worship | Excellent |

| School's vision |
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| <p>By valuing our Christian foundation, we care for each other and our world. Inspired by God's love for us, we walk alongside one another to help everyone flourish in their journey to the fullness of life.</p> <p>'When you go through deep waters, I will be with you.' (Isaiah 43:2).</p> |
| Key findings |
| <ul style="list-style-type: none"> • Leaders are passionate and relentless in their enthusiasm to identify high quality innovative practices to enable pupils to flourish. They offer invaluable support to other schools sharing excellent practice. Monitoring and evaluation is a particular strength, involving governors and pupils to drive improvements. • The vision is deeply embedded in daily life, creatively woven through learning experiences and having a transformational impact on pupils' aspirations and expectations. Whilst pupils plan and lead collective worship, their contribution to termly planning is less well developed. • The vision shapes the culture of looking after each other in love. Everyone treats one another with an exceptional degree of respect and dignity, because they are special to God. Pupils live out the vision by walking alongside others, helping them to flourish. • High quality interventions make a significant difference for pupils. This enables pupils to flourish, raising their self-esteem. The provision for pupils' emotional wellbeing and mental health are prioritised. • New initiatives, such as the oracy project has enabled pupils to discuss big questions of meaning and purpose in religious education (RE). This enables pupils to work at greater depth. It deepens their understanding of religious vocabulary, whilst perceiving how RE has a real relevance to their lives and thinking. |
| Areas for development |
| <ul style="list-style-type: none"> • Further develop opportunities to enable more pupils to become independent advocates for change. This will enhance the culture of relentless compassion for God's world. • Enable pupils to make greater contributions to the planning for collective worship so their voice further enhances the culture of deep reflection. |

Inspection findings

The distinctive Christian vision inspires pupils and leaders and changes lives. It is creatively woven through all aspects of daily life. Leaders explain in considerable depth the theological principles underpinning the vision and live these out. Their perception is that each person is unique as a child of God. As a consequence staff show God's love, walking alongside the community and individuals when life is challenging. Leaders perceive their role as enabling pupils and staff to flourish, fulfilling their God-given potential. Their passion and enthusiasm is boundless, resulting in an excellent, ambitious, and ethical curriculum. They continuously reflect on the vision and needs of pupils to introduce innovative initiatives which consistently make a difference. The project to raise pupils' communication skills enables them to work at greater depth. Staff are totally committed to the vision, modelling Christian values so all see the difference these make. Individual staff talents are nurtured, so they are ready to become future Church school leaders. Monitoring is fundamental to making decisive improvements and is a particular strength. All staff take responsibility for this. Evaluations of the impact of being a Church school are discussed and updated termly by staff, so all have ownership of improvements. Pupils contribute through discussions with governors and taking part in learning walks, shaping plans. Governors and leaders agree a very detailed yearly monitoring plan, indicating what areas are explored. This ensures that all aspects of being a Church school are rigorously monitored. Specific guidance is given to governor visits with clear areas of focus. All visits require governors to determine how the vision shapes the school's work. The commitment of governors is excellent, ensuring the effectiveness of the distinctively Christian vision.

Walking alongside others in challenging times is an essential element of the vision. This drives the school to share its expertise, in the spirit of grace and generosity. The headteacher has become interim headteacher for a number of Church schools in difficult times. Through collaborative and transformative work, she helps leaders in other schools to enhance the impact of their own vision so pupils flourish. Subject leaders work alongside others to strengthen practice. The headteacher nurtures and challenges school leaders in her role as consultant headteacher for the local authority (LA). Minster's excellent practice for interventions is recognised by the LA, sharing these locally and nationally. The vision inspired spirit of nurturing others is evident in sharing high quality practice in teaching. The RE lead shares quality practice with the local hub and the diocesan platform. This positively impacts on the provision for RE in other schools. The diocese supports through training for new initiatives. For instance, introducing 'Understanding Christianity', an RE resource, deepens staff and pupils' knowledge of Christianity. The partnership with the Minster church is strong. Clergy lead worship and support governance. Visits to the Minster church of St Deny's to celebrate Christian festivals, extends pupils' understanding of their significance for Christians.

The vision and associated Christian values create a sense of being part of a caring family in a culture where all are valued. This enables leaders to welcome pupils who need a new start in learning or who have particular needs. The quality of interventions and relationships have a transformational impact for pupils, significantly changing attitudes and behaviour. This extends to welcoming families who are refugees, where the school goes beyond expectations to demonstrate God's love. For many this is life changing. Pupils treat one another with a high degree of dignity and respect. All pupils, whether with a personal

religious faith or not, are confident to articulate the difference values make.

The RE leader's enthusiasm and knowledge drives the shape and delivery of the new curriculum which progressively develops pupils' understanding. This enables pupils to consistently work at greater depth and beyond expectations. The project to raise pupils' communication skills has transformed pupils' discussions about questions of meaning and purpose. These are keenly debated, pupils thoughtfully draw on key religious vocabulary with accuracy. Pupils use prepared sentences openers to show where they agree or disagree. This enables pupils with special educational needs and disabilities (SEND) and those deemed to be vulnerable pupils to share their understanding better. Another excellent initiative are journey days. These creatively explore key concepts in greater depth. For example, the work on creation enables pupils to reflect on the meaning and mystery of life. World faiths and views are thoughtfully explored where pupils make insightful comparisons. The leader has introduced new assessment strategies which track pupils' understanding of RE skills. Pupils consistently articulate that they enjoy RE and that it deepens their thinking.

Enabling pupils to fulfil their God-given potential is fundamental to the vision. Staff create a culture of high expectations, distinctively raising pupils' aspirations and self-belief. Pupils are confident to take risks knowing they will be supported, they use the language of 'I may not be able to do it yet'. The vision of walking alongside others is evident through the outstanding way pupils support one another across all learning. Pupils develop influential skills and attitudes enabling them to be resilient in learning, knowing how to overcome challenges. Visitors widen their ideas about future careers and the importance of life-long learning. A range of opportunities allow pupils to flourish in different areas. Outstanding provision enables large numbers of pupils to play musical instruments. A vibrant choir frequently contributes to the Minster church celebrations. Opportunities for pupils' spiritual development are integral to curriculum planning in all subjects. High quality experiences are planned, notably in journey days. Each term's work begins by exploring an awe and wonder question which deepens their thinking. Pupils' ideas are recorded in reflection diaries demonstrating the depth of thinking and an emerging personal vocabulary of spirituality. Reflection is valued as an essential part of daily life. The curriculum enables pupils to extend their understanding of deprivation and disadvantage. Pupils are confident to challenge injustice of stereotypes through creatively planned experiences. Pupils have a growing, but not fully developed appreciation of global communities, such as through the pupil initiated toilet twinning project. The pupil leaders and eco committee lead on being advocates for change, notably with local issues. This model encourages others to consider how they might find their own independent opportunities to really make a difference.

Collective worship is inspirational, the heart beat of daily life. It is always invitational and inclusive. Themes inspire pupils to be part of an eco committee, raising awareness of caring for God's world. They champion recycling, reducing waste. As a consequence they have been awarded a green flag. A range of pupils plan and lead worship. They are confident to create visual presentations, asking questions which deepen pupils' understanding. Collective worship progressively explores different aspects of Christian values, so pupils see the difference they make in a variety of contexts. As a direct result of governors' monitoring, planning in collective worship provides more opportunities to consider the significance of Christian festivals. Pupils' ideas richly and authentically, inform weekly worship, although their contribution to creating a deep culture of reflection is less well developed. Clear foci enable pupils to seriously consider the importance of worship themes and how these

transform their actions and attitudes. A variety of approaches to worship give pupils an understanding of the breadth of the Anglican tradition. Pupils value moments to reflect and stillness in the spiritual garden which further enhances their personal wellbeing.

| Information | | | |
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| School | Minster Church of England Primary School, Warminster | Inspection date | 30 November 2022 |
| URN | 126368 | VC/VA/Academy | Voluntary controlled |
| Diocese/District | Salisbury | Pupils on roll | 210 |
| Headteacher | Lisa Tudor | | |
| Chair of Governors | Sue Humphries | | |
| Inspector | David Hatrey | No. | 844 |