

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>St James' CE First School, Wimborne</b>	
Address	Gaunt's Common, Wimborne, BH21 4JN
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

School's vision
<p>"I will show you my faith by my deeds." James 2:18</p> <p>At St James' all children and adults have the opportunity to 'Believe and Achieve.' Our core values of love, hope and truth shape our school, creating an atmosphere where everyone is given the opportunity to flourish and make an active contribution to our school and wider community. We live out James 2:18 and seek to "show our faith by our deeds."</p>
Key findings
<ul style="list-style-type: none"> <li>• The distinctive Christian vision is fundamental to driving improvements. This enables the school to make rapid progress in being a Church school, enabling all to flourish.</li> <li>• The quality and impact of collective worship is consistently good. It plays a major role in deepening pupils' understanding of the vision and what this looks like in daily life. However, pupils have limited opportunities to plan and lead worship and do not make suggestions for improvements.</li> <li>• Leaders bring energy and passion to creating a vibrant Church school, where a strong cohesive team live out the vision. This creates a warm caring community where all feel valued.</li> <li>• New approaches raise the profile of religious education (RE) enabling pupils to think at a deeper level. However, opportunities for spiritual flourishing are not recorded in planning.</li> <li>• The partnerships with the Diocese of Salisbury Academy Trust (DSAT) and local hub are influential in nurturing new initiatives. At present, monitoring by governors is not systematic or effective to evaluate all aspects of being a Church school.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Create a systematic approach to evaluate the impact which the Christian vision has on all aspects of a Church school. Involve all members of the school family, so that ongoing foci for improvement are identified.</li> <li>• Using the agreed definition of spirituality identify opportunities for spiritual flourishing across all subject areas. Allow pupils to express their deepening thinking in a variety of ways.</li> <li>• Enable pupils to have greater opportunities to plan, lead and evaluate collective worship. Deepen their sense of ownership in this area so they contribute to improvements.</li> </ul>

## Inspection findings

Leaders reviewed the Christian vision to confirm it addresses the needs of the community. They ensure it is central to daily life, deepening understanding of its significance, so all have greater ownership. This enables leaders to drive rapid improvements in the impact this Church school makes. Examples of this are seen in the quality of collective worship, whilst new approaches in RE engage pupils, so they perceive its relevance. The vision addresses local needs by developing a strong sense of community, bringing together families from a wide area. There is a focus on raising pupils' awareness of the world and diversity, whilst growing aspirations. Leaders have a thoughtful understanding of biblical principles underpinning the vision, showing perceptive insights. They see it is their responsibility to show God's love for all. Leaders draw on Jesus' teachings of how we should live together and respect others. They are passionate and dedicated, ambitious to create a vibrant school. Their enthusiasm is contagious, nurturing a strong team. Staff feel valued and articulate where they have grown their talents, taking on further responsibility. Together they live out the vision, so all see the difference it makes. Leaders' evaluations consistently identify areas to improve, refining initiatives to raise impact further. They work collaboratively with parents to move the school forward, building trust. Governors are dedicated. However, there is not a systematic approach to evaluate the impact of all aspects of being a Church school.

Raising pupils' self-belief so they have high aspirations is fundamental to the vision. Ensuring learning opportunities match need is a strong focus, so all feel successful. Pupils develop strong relationships with staff, feeling safe to take risks and tackle more challenging work. Pupils are confident to verbalise and share ideas, knowing these will be valued. Christian values are woven throughout learning experiences, so their importance is clear. Pupils are stimulated by the variety of experiences which make learning 'fun'. Their awareness of global communities is enriched by linking with a community in South Sudan. Pupils talk of differences and challenges people face and respond by gathering resources, seeing the difference these make. Literature books promote discussions about world-wide cultures and beliefs, leading to debates on homelessness and stereotypes. Staff modelling nurtures more pupils to become agents for change with greater confidence. Classes explore UNESCO sustainability goals, extending understanding of caring for God's world. Pupils respond by challenging waste, leading to greater recycling and energy conservation. Staff have an agreed understanding of spirituality. Some classes have opportunities to develop this. However, there is no whole school approach, neither are experiences identified across all subject planning. As a result, pupils do not have the opportunity to express their thinking in different ways.

The vision to 'believe and achieve' drives leaders to provide the best possible support. This provision is well organised and effective. Leaders are proactive in seeking guidance to focus interventions. Pupils' social and emotional development is good. Individualised programmes enable them to flourish. Mental health care is established with pupils confident to draw on approaches which help them to be calm. The care for staff has a high priority, where they feel valued.

Working in partnership with others enriches the school's provision, enabling the school to fulfil its vision. The Trust gives significant support for initiatives with rigorous evaluations. It provides effective focused training on developing a Church school. Being part of a local hub leads to joint reviews and sharing of best practice. Staff share their expertise in Early Years, leadership management systems and RE planning. Local clergy lead collective worship, which is valued by all. Leaders enrich the church relationship by taking a leading role in church life. For example, pupils planted bulbs in the churchyard showing their understanding



of hope and growing together. This link is highly valued by the church community.

Pupils understand that the vision is seen in the way they live together as a family. Their behaviour is of an impressive standard. When mistakes are made, learners draw on restorative approaches using Jesus' teachings. All affirm the contribution Christian values make to shaping their thinking and actions. All treat one another with a high degree of dignity and respect. Pupils recognise that everyone's views are important.

Recent developments raise the importance and impact of collective worship for all. It deepens the understanding of what the vision and Christian values look like in daily life. Planning is more detailed, focusing upon Christian values. A biblical verse for each week enhances pupils' awareness of the significance of values. There is a strong emphasis on visual elements which engage all. Class worship allows age-appropriate discussions. These are thoughtfully planned with linked activities. This leads to learners exploring themes at a deeper level and to consider how to respond. Pupils collate their ideas in floor books, which are of high quality. Leaders enhance staff confidence to lead worship, developing their skills. Collective worship inspires all in attendance, it is invitational and inclusive. Learners have a secure appreciation of prayer, they use different types to reflect. However, they have limited opportunities to plan and lead worship. They are not given the opportunity to contribute to evaluations or make suggestions for improvement. A good understanding of Christian festivals is evident, for instance, pupils talk about Pentecost. Workshops in a local church extend pupils' understanding of Easter and its significance for Christians. They enjoy worship, being together, celebrating achievements with a time for reflection.

Ambitious leaders bring new approaches to RE which stimulate pupils' thinking and engagement. Improvements to planning give clarity to progression, ensuring the needs of different age groups in the class are effectively met. These continue to be refined enabling pupils to explore ideas at greater depth. Specific religious vocabulary for each unit is identified, which enriches pupils' understanding. An introduction page for each unit gives meaning for key terms. These are already recognised as good examples and used by others in the local hub. Pupils are gaining confidence to verbalise and share ideas through answering big questions of meaning and purpose. They learn from one another and how to disagree well. Learners' knowledge of core religious concepts is growing, although their awareness of Christianity as a living faith is less well developed. Assessment strategies are secure. Staff use this information to determine how to support particular learning needs further. Older pupils use the expectations in the unit schedule to self-assess, taking ownership of their learning.



Information			
School	St James' CE First School, Wimborne	Inspection date	10 May 2023
URN	148300	VC/VA/ Academy	Academy
Diocese/District	Salisbury	Pupils on roll	114
MAT/Federation	Diocese of Salisbury Academy Trust		
Headteacher	Daniel Lawford		
Chair of Governors	Cliff Beard		
Inspector	David Hatrey	No.	844