

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

<b>Westbury Leigh Church of England Primary School</b>	
Address	Sandalwood Road, Westbury, BA13 3UR
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>At Westbury Leigh Church of England Primary School we are inspired to flourish, aspire to great things and achieve beyond expectation. With God's love we all grow as individuals, we are courageous, responsible and show respect in all we do. We aspire not to have more but to be more.</p> <p>'Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity.'</p> <p>1 Timothy 4:12</p>
Key findings
<ul style="list-style-type: none"> <li>• The vision, deeply rooted in theology, is embedded across the school. It is known and understood by all members of the school community and shapes all aspects of the school's work. The impact of the vision is not, however, strategically and systematically monitored by all leaders.</li> <li>• Leaders have ensured that opportunities for spiritual development are woven throughout the curriculum. This results in pupils being deep thinkers who show awareness of others and the world around them.</li> <li>• Collective worship reflects the vision and inspires the pupils and adults who take part to initiate their own social action projects.</li> <li>• Pupils' thinking in religious education (RE) is deep and often profound as a result of the carefully designed and structured curriculum. However, their knowledge and understanding of different world faiths is not secure.</li> <li>• The school is wholly inclusive. Members of the school community feel valued and 'heard'. This directly reflects the vision.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Ensure that all pupils have access to strategically planned collective worship so that everyone has equal opportunities to develop spiritually.</li> <li>• Deepen pupils' knowledge and understanding of a range of world religions to enable them to talk confidently about how they impact on culture and society as a whole.</li> <li>• Develop a strategic and systematic approach for leaders to monitor the effectiveness of the school as a Church school in order to bring about ongoing improvements.</li> </ul>

### Inspection findings

The vision of Westbury Leigh School is well-embedded and the very core of the school. The whole school community knows and understands it and its secure theological roots. Staff and pupils have a detailed knowledge of the biblical evangelist, Timothy. They are able to articulate how the vision and associated values support them to become more like him. Pupils have high aspirations for themselves and truly believe they can make a difference in the world around them. This and the desire to set an example to others through their actions directly mirrors the vision. Pupils spontaneously and frequently enter into social action projects. For example, pupils organised a jumble sale at the school to raise money for a local children's hospice after being inspired by collective worship. This also extends to staff who are passionate about each individual's voice being heard when advocating for those in need. Staff talk passionately about the impact of the vision. 'Pupils having their say and becoming the best they can be drives the work of the school'.

Staff and pupils feel valued and 'heard' at this school which directly echoes the vision. Pupils have an active voice, particularly when they are part of one of the pupil leadership teams. Pupils on the ethos council talk about 'making things happen to make the school even better'. For example, they initiated a colouring competition using Easter images to raise awareness of the Christian meaning of the festival. Staff have revelled in opportunities to lead in different subject areas and shape the changing direction of the curriculum. They feel confident in approaching school leaders with their own ideas and opinions which are often adopted. This results in positive relationships across the school community. Parents benefit from effective home-school relationships. They feel part of the school family and feel that any concerns are listened and responded to. One parent described the school as 'a place where everyone is welcomed'.

The Christian vision inspires the newly developed bespoke and inclusive curriculum. It supports all pupils 'not to have more but to be more,' and enables vulnerable pupils and those with additional needs to flourish in their learning. Rich opportunities for spiritual development are strategically woven through the curriculum. They offer time for consideration of big questions, reflection, stillness and prayer through focusing on 'the vows' of life. The school routinely provides rich opportunities for pupils to explore their relationship with themselves, others and the wider world and beyond. These include prayer boxes, collective worship and farm and forest school sessions. As a result, pupils are deep, and often profound, thinkers. The school has adopted the principles of a 'Rights Respecting School'. This is shown clearly through the pupils' understanding that everyone has the right to believe what they choose and that others' viewpoints should be respected. School leaders are reflective and have taken action to address the decline in outcomes to ensure that all are enabled to flourish academically.

The subject leader for RE is influential in ensuring the subject has a high profile across the school. She has invested time in detailed research and work with outside agencies, such as SACRE, to ensure that the curriculum is of a high quality. This work has been shared with colleagues beyond the school through the RE Teacher Fellowship, emulating the vision. Ongoing training for staff ensures they are confident in teaching RE through the agreed whole school approach. The curriculum provides regular opportunities for critical thinking through a philosophical approach. Where there is best practice, lessons are creative and allow pupils quality space and time to reflect on their own beliefs and opinions and those of others. Staff question pupils skilfully enabling them to think at a deep level. Pupils enjoy RE and take great pride in their work. Pupils have an understanding of Christianity as a world faith. They are able to recall some key facts about Christianity and other world faiths, although their

knowledge and understanding of different faiths is not deep. As a result, pupils are not able to talk confidently about different beliefs and cultures or make meaningful links between them. There are established systems in place for assessing progress in RE. Assessment informs future plans for teaching and learning. Teachers are clear on how well pupils achieve in the subject and what they need to do to improve.

Collective worship is central to the spiritual development of pupils at this school. Pupils and staff value prayer. Pupils choose to write their own prayers, many of which are shared during worship. Worship inspires pupils and staff into action. For example, a member of staff organised their own fund-raising campaign after being inspired by pupil-led collective worship. Leaders strategically plan and regularly review worship to ensure that it meets the needs of pupils, as well as reflecting current affairs. Planning for those withdrawn from some aspects of worship is less rigorous and this restricts opportunities for their spiritual development. The whole school community has made a contribution to the planning of collective worship. Focus values have been nominated by parents and pupils, as well as school staff, ensuring that everyone's voice is heard and responded to. Pupils take an active role in collective worship and many enjoy routinely planning and leading it. Bible stories are used to develop understanding of the school vision and associated values. Pupils enjoy these and are able to talk about a variety of stories in detail, such as Pentecost. Pupils of all ages have an impressive understanding of the Christian belief of God in three persons. They engage well in collective worship and enjoy singing with great exuberance.

A committed team of governors provides good support to school leaders. The foundation governor, the local team vicar, has an active role in the school through planning and leading collective worship. She has carried out monitoring activities which have brought about some improvements, including developing pupils' knowledge of Bible stories. Monitoring of the school's effectiveness as a Church school is not always systematic. Some improvements have been made following school leaders' evaluations. However, these are limited because this work is not strategically planned. The school benefits from the partnership with Holy Trinity Church, situated in a local village. Pupils and staff value this. Leaders prioritise giving all pupils the opportunity to visit the church for RE learning and special acts of worship each year despite this requiring a long walk. The church family organises and holds festival days at the church to deepen pupils' understanding. This partnership enhances the distinctive Christian character of the school.

Information			
School	Westbury Leigh Church of England Primary School	Inspection date	19 May 2023
URN	126370	VC/VA/Academy	Voluntary controlled
Diocese/District	Salisbury	Pupils on roll	289
Headteacher	Debbie Grimsey		
Chair of Governors	Susan Bell		
Inspector	Anna Willcox	No.	915