

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Westbury Church of England Junior School	
Address	Queen's Road, Westbury, Wiltshire BA13 3LY
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	Requires Improvement
The impact of collective worship	Requires Improvement

School's vision
<p>Respect, Care and Inspire.</p> <p>At Westbury CE Junior School, we show respect to all, show care for all and inspire all to be the best version of themselves.</p> <p>'I have done my best in the race; I have run the distance.' 2 Timothy 4:7</p>
Key findings
<ul style="list-style-type: none"> • Leaders reflect the school vision in the way they model caring and compassionate relationships with pupils. This encourages resilience and hope which is seen in the strong support for vulnerable pupils, including those with additional needs. However, leaders have been unable to monitor the impact of the vision on school improvement. • Recent work on the religious education (RE) curriculum has provided opportunities for pupils to learn about different religions. However, it does not ensure pupils engage with religious text or develop an understanding of theological concepts to enable them to flourish in their learning. • Collective worship is invitational, reflecting the vision to 'be the best versions of themselves' and provides a daily opportunity for the whole school community to come together. There are limited opportunities for the spiritual flourishing of pupils and adults. • Reflecting the importance of care in the school vision, mental health and well-being strategies support the whole school community. This has a positive impact on pupils and adult, both within the school and the wider community. • The inclusive school culture and ethos ensures all are treated with dignity and respect, and difference is celebrated.
Areas for development
<ul style="list-style-type: none"> • Train and equip leaders and governors to preserve and promote the Christian vision and character through a rigorous monitoring programme to measure the impact of the Christian vision. • Undertake a review of the RE curriculum to ensure a clear, well sequenced, enquiry-based approach reflects a balance of theology, philosophy and human science. Provide pupils with a richer, more engaging curriculum resulting in high quality learning outcomes. • Ensure the long-term planning of collective worship reflects the school vision and enables opportunities for adults and pupils to flourish spiritually.

Inspection findings

Westbury Church of England Junior school is a warm and caring school. Everyone is welcomed regardless of their faith or background. Pupils describe their school as ‘helpful, safe and caring.’ Leaders describe enthusiastically the actions they take to ensure pupils ‘become the best versions of themselves’ and regularly refer to the school values of care and respect. This results in a compassionate community where pupils and their families feel loved. Although these values are underpinned with a verse from scripture, there is less clarity about how these fit together to form a holistic vision. Monitoring the impact of the distinctive Christian vision, by leaders including governors, and the extent to which it is enabling pupils and adults to flourish, is limited. The recently appointed acting headteacher is beginning to have an impact on identifying and prioritising actions to develop the school. There has been much on which to focus during recent months.

Westbury Junior school is an active member of a local schools’ cluster. This partnership provides a supportive space in which to discuss and develop provision in the locality and as a Church school. Governors are supportive and have undertaken some training for their roles in a church school. Governors meet with the RE lead and pupils and the head teacher links Christian vision, collective worship and RE into termly head teacher reports. However, the analysis of this evaluation does not inform effective development planning. Greater clarity and understanding of the school’s distinctive Christian vision in order to drive strategic school improvement, raise aspiration and enable greater flourishing of pupils and adults is required.

The school’s curriculum is currently being reviewed to reflect the school context. The RE curriculum ensures coverage of Christianity and a range of major world religions. However, learning activities do not challenge them sufficiently to explore texts, beliefs and practices and to raise questions. Pupils have a limited understanding of key Christian concepts and the big story of the Bible. This is limiting pupils’ flourishing in RE. Pupils value the importance of RE to understand more about world religions. RE offers a safe space for them to show respect of the views of their peers. One pupil explained, ‘It is perfect to be different in who we are.’ The RE leader has opportunities to monitor provision through activities such as lesson observations and pupil focus groups. He is supported through a local schools’ cluster and has taken part in some with training through the diocese. Where it has occurred, RE training for teachers has been led by the RE leader, but there have been limited opportunities for teachers to receive high quality, external professional development in RE, thus resulting in limited impact.

The school proudly places itself at the heart of the local community. This reflects their desire to create a community of hope and aspiration. Issues around mental health and wellbeing are identified early and effectively. The school’s pastoral team consists of SENDCo, parent support advisor and diversity lead. This team is passionate about doing all they can to meet pupils’ needs and providing bespoke support for individuals and families, including securing additional external funding where possible. As a result, pupils and families feel listened to, supported and able to flourish. The school prioritises the moral, social and cultural development of its pupils. The school’s termly diversity focus supports this, for example disability. As a result, pupils show respect and understanding for others. Parents acknowledge the openness of staff and their willingness to support. Pupils, parents, and staff say that they are listened to and feel valued. The school embraces difference and treats its members with dignity and respect. Parents value the school’s ‘nurturing,’ ‘kind’ approach. New members of Westbury Junior school are welcomed warmly and settle quickly.

Westbury Junior school does not have an agreed definition of spirituality. There is not, therefore, a clear and secure understanding and approach. This limits the possibilities for planning, identifying, celebrating, and monitoring the impact of the spiritual flourishing of pupils and adults. There are ‘spiritual spaces’ in classrooms to encourage pupils to think, question and explore. The extent to

which these are used by pupils is variable. The school has a prayer council who meet with the vicar and discuss areas for prayer. These are collected from classrooms or through concerns and issues raised in the meetings. The adults collate the thoughts and ideas into prayers. One outcome of this was the school prayer which is used regularly.

Collective worship is invitational. It ensures the whole school joins together daily. The daily act of collective worship and prayers during the day are valued elements of the school day. However, acts of collective worship do not always offer a space to be still, quiet and reflect on Christian themes. Pupils have some opportunities to contribute to collective worship, but there are few opportunities for pupils to be involved in planning and evaluating provision and its impact on their spiritual development. Although there is an overview plan for collective worship, the school has had limited access to training to support the improvement of collective worship, religious education (RE) and spiritual development. As a result, leaders do not have a clear understanding of the expectations for church schools and staff are not equipped to develop the Christian ethos effectively. Consequently, although systems are in place to monitor aspects of the school's Christian vision, evaluation has failed to recognise some significant areas for improvement.

The links with the local parish church are good, with the vicar being on the governing board. The school has been proactive in ensuring links with the local church community are maintained. For example, regular recitals in the church and member of the prayer council reading in church. A group from local churches provides Open the Book sessions twice termly which the children enjoy and can recount the stories from these. The vicar is well known to the pupils and staff. The parish church has set up 'cafe church' which meets in the school building each month, encouraging young families to be part of the church family.

Pupils are involved in and enjoy their leadership roles, for example prefect roles school council and prayer council. Pupils engage enthusiastically with charitable activities which develop their awareness of social responsibility for disadvantage and deprivation and give them some understanding of justice and inequality. The extent to which pupils understand that these actions are driven by the school's vision is limited. The Team 10 initiative has developed pupil voice and resulted in pupils leading on litter picking, graffiti projects to improve local parks and volunteering at the local soapbox derby. The school community connects its charitable activities with its school vision and pupils engage in purposeful local social action activities. As a result, pupils see their role in making their community a better place for all. However, this has not yet been extended to include developing any global links.

The vision for equipping each unique individual to be the 'best versions of themselves', and to 'run the distance', is helping the school to navigate the recent difficult circumstances. It provides direction as they seek to move forward as a church school.

Information			
School	Westbury Church of England Junior School	Inspection date	19 May 2023
URN	126369	VC/VA/Academy	VC
Diocese	Salisbury	Pupils on roll	259
MAT/Federation	Not applicable		
Acting Headteacher	Hannah Duffy		
Chair of Governors	Ian Cunningham		
Inspector	Jane Gascoigne	No.	C21/22