



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wyvern St Edmund's Academy	
Address	Church Road, Laverstock, Salisbury, SP1 1RE
School vision	
<p>At Wyvern St Edmund's the vision for our students is that they will aspire to be the best version of themselves in order to be able to serve others. They achieve this through academic excellence and through making a positive contribution as well rounded, responsible citizens. Our GRACE Values (Generosity, Respect, Aspiration, Courage and Empathy) underpin this work and provide guidance to students towards being better stewards. Our rewards system and classroom expectations explicitly allow students to see how they are living each of the five values. The vision is underpinned by the biblical teaching, 'Each one of you has a special gift from God. Use it to serve others well'. (1Peter 4:10)</p>	
School strengths	
<ul style="list-style-type: none"> • The academy's inclusive vision engenders a highly cohesive community in which the concept of service is paramount. • The school is strongly committed to the spiritual development of all through collective worship and in the curriculum. It has adapted an innovative way of explaining this to secondary age pupils and this is enabling them to develop their understanding of spirituality. • The vision and its associated values direct the everyday practice of the academy. Staff and pupil leaders model the values very effectively. • Partnership working with the Magna Learning Trust is strong and enhances the thriving of pupils and staff. Their vision strongly supports that of the school. • The vision inspires an exceptionally wide range of stimulating enrichment opportunities. Pupils, including the disadvantaged, participate enthusiastically and broaden their horizons. 	
Areas for development	
<ul style="list-style-type: none"> • Develop the role of pupil leaders so that they may more widely serve others and hence extend the impact of the vision. • Continue to make sure written policies reflect the vision of the academy. This is so that the work of the academy is thoroughly grounded in the vision. • Provide more opportunities for pupils to encounter the use of liturgy in collective worship. This is to enhance pupils' experiences of spirituality. 	

Inspection findings

The vision at Wyvern St Edmund's Academy is based on biblical teaching from St Peter that all have a gift. The text and its words suit the context of this newly merged academy as they have a unifying effect. The vision directs the work of the school. Academy leaders and staff put it into practice very effectively. Pupils, including the disadvantaged and those with additional needs, respond well to the vision and it contributes to the making of a very cohesive community. The high degree of collaboration in and outside of the classroom is one impact of the vision. Leaders confidently explain the implications of the vision but written policies do not always reflect this understanding. The vision of the trust resonates with the academy's vision and values through the words of their statement 'letting our light shine'.

Priorities for the curriculum flow from the vision. Leaders believe that pupils have the best opportunity to develop their gifts by following a broad curriculum. All pupils are encouraged to develop their oracy skills in asking and answering big questions. This is key to improving their academic outcomes.

Leaders prioritise enrichment opportunities so pupils may unearth and develop their gifts and talents. Staff readily offer their time and expertise. Pupils, including the disadvantaged, appreciate the range of such opportunities and thrive through them. Pupils are enriched, for example, by visiting holocaust-related places in Holland and by funding themselves to serve in an African school. They act as sports ambassadors for primary schools. There is a high take-up for the Duke of Edinburgh's award scheme. This requires volunteering, a key element of the service imagined by the vision. That the volunteering often continues after the demands of the award is a demonstration of the impact of the vision.

Spiritual development is a priority for leaders. They are absolutely committed to spiritual flourishing being a hallmark of the academy. They recognise that many pupils do not come from a faith background. Within its curriculum in an innovative scheme each department identifies opportunities for spiritual development. Pupils are informed and inspired by this approach and gain from it. Teaching staff through their work in departments feel part of this important aspect of Church academy life.

A recent restructure of the academy day means extended collective worship is now at the start of each day. Pupils and adults feel that this is its rightful place as collective worship gives a focus for the day ahead and provides a welcome time for reflection and prayer. Pupils and adults respond well to collective worship. Collective worship deepens the influence of the vision and the grace values. There is a well-used academy prayer that picks up on the language of the vision and associated values. Pupils and adults reflect on the biblical foundations of the values and understand how they are practised by Christians. Collective worship is well planned to cover important themes, Christian teachings and festivals. Currently pupils do not experience the use of much liturgy or distinctive words used by the Church of England. Leaders monitor collective worship regularly and effectively. They are exploring ways of making pupils more actively involved in this to enhance their spiritual insights.

The vision is given life in the school through associated values of generosity, respect, aspiration, courage and empathy. These are key drivers which show all how to live well together. Leaders have broken down the values into helpful guidance on how to act, both generally and in the classroom. The academy is calm and well-ordered as a result. Working as part of a team and readily sharing ideas are two ways of displaying generosity in the classroom. The vision's insistence that pupils and adults are the 'best versions of themselves' rightly includes an emphasis on wellbeing. Pupils are helped to recognise and deal with causes of anxiety. Pupils and staff also look out for each other.

There are good systems of support and intervention for those who need extra help, including from the chaplain. The positive contribution of pupil, staff and parent voice are features of the academy and trust and results of surveys are acted upon. The academy leadership is focused on service, helps with wellbeing across the academy and is part of the impact of living out the vision. Reward systems are linked to the academy's values and pupils enjoy earning them. When things go wrong, and this is rare, sanctions are seen to be fair and always entail reintegration. An emphasis on restoring relationships is at the heart of the process, of corporate wellbeing and of being the best version of oneself.

The vision and values result in pupils caring about a range of local and broader issues of justice. Pupils demonstrated their commitment to world mental health day, for instance. This was not just by wearing yellow but by also practising their listening skills as part of developing empathy. The debating club helps pupils to reflect on issues of right and wrong and to develop the skills necessary for campaigning. Recently, staff and pupils spoke persuasively at a meeting about the local treatment of refugees.

The RE curriculum has recently been reviewed with help from the diocese. Leaders give the subject a high priority. Evidence for this includes the amount of curriculum time, that the GCSE course is taken by all pupils and the availability of training and networking for the specialist staff. Curriculum units are well planned to include a full range of religions and worldviews but retaining due emphasis on Christianity as a diverse living faith. They also contain challenging questions of meaning and purpose and many opportunities for pupils to explore their own ways of living and believing. Leaders regularly monitor teaching and learning. Pupils respond enthusiastically in RE, particularly appreciating the open and safe atmosphere in classes. They also relish the opportunities for debate and like learning the range of views in and about religion. Regular assessment often takes the form of a longer, written answer that tests recall, explanation and personal evaluation. Class and individual feedback from staff is accurate and constructive and pupils react by putting the learning points into practice. Pupils make good progress, including at GCSE level.

The inspection findings indicate that Wyvern St Edmund's Academy is living up to its foundation as a Church school and is enabling people to flourish.

Information			
Inspection date	9 October 2023 - 10 October 2023	URN	144388
VC/VA/Academy	Academy	Pupils on roll	1335
Diocese	Salisbury		
MAT/Federation	Magna Learning Partnership		
Headteacher	Louise Henderson		
Chair	Andy Ritchie		
Inspector	Simon Stevens	No.	953