



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

West Tytherley Church of England Primary School	
Address	West Tytherley, Salisbury, SP5 1JX
School vision	
<p>‘Plant your roots in Christ and let him be the foundation of your life’ (Colossians 2:7)</p>	
School strengths	
<ul style="list-style-type: none"> • The Christian vision and the values of compassion, courage and creativity are a natural part of the language of the school. They are lived out daily and enable staff and pupils to flourish. • The school is rooted in the community. It is welcoming, inclusive and everyone is treated well. Pupils are compassionate in their interactions with each other, mirroring the example set by the staff. • Guided by the Christian foundation of the school, leaders are courageous in the decisions they make. They focus both on whole school development and bespoke individual provision for pupils with additional needs. For some pupils and parents this can be transformational. • Religious education (RE) is confidently led and managed. The RE curriculum is well-sequenced and challenging with a wide range of creative activities to support pupils’ understanding. • Collective worship is a valued part of the school day. Pupils enjoy the variety of styles of worship and are especially inspired by opportunities that they, and their peers, have to lead worship. 	
Areas for development	
<ul style="list-style-type: none"> • Embed the recently introduced understanding of spirituality. This is to enable pupils and adults to have a framework and common language to express and extend their spiritual development. • Ensure opportunities for spiritual development are an intrinsic part of the curriculum and worship. This is to enhance opportunities for the spiritual flourishing of adults and pupils. • Further enhance pupils’ understanding of justice. This is to enable them to be active agents of change. 	
Inspection findings	
<p>West Tytherley Church of England Primary School is a warm, friendly and inclusive school where all are welcomed. Their school vision is rooted in the Bible verse ‘Plant your roots in Christ and let him be the foundation of your life’. The recent revision of the school’s vision and choice of associated values involved the whole school community, bringing everyone together. The symbolism of the tree and its strong roots celebrates the rural context of the school. Leaders articulate how the stability of the roots reflects the steadfastness of God’s love throughout the school. School leaders work tirelessly to create a culture of compassion where everyone is treated well and where differences are</p>	

accepted and celebrated. The vision and values are part of the language of the school and used to create strong roots from which everything else is built. This has a transformational impact on the lives of some families of pupils with additional needs. The Christian vision provides opportunities for pupils, including those considered vulnerable, to flourish. Parents rightly value the school as helping their children to feel 'loved, safe and understood'. Governors know the school well and are a supportive and visible presence. The impact of their monitoring of West Tytherley as a Church school is developing.

The school has been through a period of change during the last few years. A federation with Broughton Primary School and the establishment of a new leadership team strengthens West Tytherley. It is now moving forward at an accelerated pace. The school is very well supported on this journey by the Diocese of Winchester. Leaders embrace the training opportunities offered and work with determination to develop the school as a Church school. A model for the teaching of spiritual development using the language of 'doors, windows, mirrors and candle' has recently been introduced to the whole school. This is beginning to be used by staff and pupils to talk about spiritual development. Although spiritual moments are not explicitly planned within the curriculum, activities such as forest school sessions offer regular opportunities for spiritual development. The vision is beginning to influence the wider curriculum, for example the choice of texts in English, but this is not formalised across the curriculum. Great care is taken to tailor the curriculum, and access to it, for pupils who are considered vulnerable.

The school has a close relationship with the local church. Services for staff, pupils and families are regularly held in the church for festivals such as Harvest, Christmas, Easter and Candlemas. Parents, governors and members of the local community look forward to worshipping alongside staff and pupils at these services. Clergy and members of the congregation are regular visitors to the school to lead collective worship. West Tytherley's effectiveness as a Church school is strengthened by its close relationship with the local church.

Pupils look forward to, and enjoy, the variety of collective worship they experience each week. Opportunities for spiritual development are evident through the use of music, lighting candles, Bible readings, reflection and prayer. However, as the language of spirituality is at an early stage, pupils are unable to fully express the impact of this on them. They especially enjoy opportunities to participate in interactive worship. All pupils talk fondly about 'child led' worship whether they are leading it or listening to it. One pupil described opportunities to lead worship as 'a confidence boost for the whole school'. Some pupils have needed to draw on the school value of courage to find the strength to lead worship. Realising they can has led to increased self-esteem, confidence and greater involvement in collective worship. It is inclusive and invitational with pupils given the choice of how much they participate and whether they choose to say 'Amen' at the end of a prayer. There is an open invitation to say a spontaneous prayer at the end of collective worship. The younger children, in particular, relish this opportunity and pupils listen and respond respectfully. The planning for collective worship combines festivals in the Church calendar, Christian values, notable people and world events. As the development of spirituality is in its infancy, there are limited planned opportunities for the spiritual flourishing of staff and pupils in collective worship.

Pupils are polite, well-mannered, thoughtful and reflective. They feel that they are treated very well and appreciate that adults in school really try to help them. Pupils actively look after each other and solve problems themselves where they can. They instinctively understand that some of their peers need more support both from themselves and adults. Staff work hard to ensure that the right provision is offered at the right time. Pupils considered vulnerable are helped to succeed through strategies ranging from small timetable adaptations to teaching assistant help. Through effective partnerships between the school and local providers, pupils are able to access additional assistance when required. Good mental health is prioritised. Pupil and adult voice is used to help the school

identify areas of concern. Mental health is also addressed as part of the Personal, Social and Health Education curriculum (PSHE). A range of internal school strategies combined with positive partnerships with outside agencies enhance good mental health. In this small school staff wear ‘many hats’ but feel well-supported by leaders and each other. They are given the opportunity to grow in their roles through professional development and training. Reflecting the Christian vision and the value of compassion, all members of the school community are treated well.

Pupils care deeply about global issues and opportunities to explore these are part of the wider curriculum. A book swap for Earth Day raised awareness of reusing and recycling possessions. The school’s charity committee have very successfully devised creative ways to raise money for charities this year. The group accurately link their work to the value, compassion. Older pupils have a good understanding of justice and are eager to ‘stop injustices around the world and in Britain’. The school is at the heart of the local community. Pupils ‘spread sunshine’ for villagers by carrying out acts of kindness, such as posting Christmas cards and poems through letterboxes. Opportunities to challenge injustice and act as agents for change in the wider world are less developed.

RE is skilfully led and managed with a curriculum that is well-sequenced, diverse and challenging. A wide range of creative activities and resources enhance pupils’ knowledge and understanding of faiths, including Christianity. This also strengthens their recall of their learning. RE has a high profile across the school and is a subject that the pupils say is prioritised. The training by the diocese is valued by staff, supporting them to deliver the RE curriculum with increased knowledge and confidence. Foundation governors regularly contribute to the monitoring of RE and are perceptive in their feedback to leaders.

The inspection findings indicate that West Tytherley Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	2 May 2024	URN	116323
VC/VA/Academy	Voluntary controlled	Pupils on roll	58
Diocese	Winchester		
MAT/Federation	The Federation of Broughton & West Tytherley CE Primary Schools		
Executive Headteacher	Lucy Macey		
Chair	Derek Smith		
Inspector	Jo French	No.	2225