

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bishop Wilton Church of England Primary School

Address	Main Street, Bishop Wilton, York YO42 1SP				
Date of inspection	5 July 2019	Status of school	Voluntary Controlled		
Diocese	York	URN	117972		
Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?				Grade Good
Additional Judgements	The impact of collective worship				Grade Requires Improvement

School context

Bishop Wilton is a smaller than average primary school with 43 pupils (including nursery) on roll. The school has a low level of religious and cultural diversity and no pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The school is part of the Wolds Federation of three Church schools and the executive headteacher has been in post since September 2017.

The school's Christian vision

Our children will be agents for change in their own lives, in their local community and in their global community. They will live, laugh, love, learn. It is underpinned by Luke 2: "The child Jesus grew and became strong; he was full of wisdom gaining favour with God and with people."

Key findings

- Bishop Wilton School is deeply rooted in its local community and enriches the lives of families and children.
- The renewed Christian vision is increasingly becoming a part of the school's daily life and can be seen in the strength of relationships. Everyone is valued and cared for.
- Courageous Christian leadership from the executive headteacher, supported by other leaders, is ensuring a relentless focus on sustainable school improvement.
- Pupils refer to themselves as 'agents of change' and understand how their actions make a difference to themselves and others. Pupils and staff understand the biblical underpinning of the school vision.
- Collective worship is valued but opportunities for pupils to be leaders and make connections are under-developed.

Areas for development

- Develop the rigour of governor monitoring and evaluation of Christian distinctiveness. This will ensure that the development of the Christian vision can be assessed over time.
- Extend opportunities for pupils to develop their knowledge and understanding of diversity and difference within Christianity and other faith traditions. This will help pupils prepare for life in modern Britain.
- Ensure spirituality is woven through the revised curriculum so that a coherent approach to spiritual development can be clearly articulated.
- Improve collective worship provision so that it is consistently invitational and supports opportunities for spiritual development, reflection and prayer. This is so that pupils can make connections with their wider learning and life.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

'The school is a family where everyone looks out for each other'. This parental comment encapsulates the welcome and nurture of Bishop Wilton school. The school community, led by the passionate commitment of the executive headteacher and other leaders, is applying its refreshed Christian vision into every aspect of its work. This includes reflecting Bishop Wilton in its local, rural context. Engagement with governors, staff and the diocese has strengthened this journey. As a result, considerable progress has been made and the vision is now being embedded in policies and practice. The biblical underpinning of the vision reflects the personal growth that the school prioritises for every pupil and the skills the on-going school improvement is building. As a result, there is a strong sense of shared purpose.

Pupils are developing a greater love of learning and relate this to the school's vision. They know how they can make a difference and are especially keen to do so in their local area. Examples are seen through the school's recycling commitment and the pollination garden, of which the whole community is understandably proud. Staff feel valued and respected and their wellbeing is considered at all levels of decision-making. Relationships between adults and children are mutually supportive. Leaders are outward looking and have made effective use of support from the diocese and local teaching school alliance. As a result, all benefit from professional development opportunities and updated practice. Governors, most of whom are relatively new in post, are passionate about the school and federation. They are committed to supporting leaders and have become more involved in monitoring the school's work as a Church school. However changes have meant that this is not yet systematic enough to ensure consistent evidence of impact.

Pupils' behaviour is of a high standard and relationships seen throughout the school day are strong. Pupils enjoy coming to school and feel a sense of safety and belonging. Pupils attribute this to the Christian values of respect and kindness and how they encourage each other. This pervasive sense of love, care and support for others is modelled by staff in their work and interaction, and is important to pupils. Staff's open door approach referenced by parents is supported by effective communication. The weekly awarding of a range of cups celebrates effort and achievements and enhances pupils' wellbeing and self-esteem. As such, pupils celebrate the uniqueness in each other and themselves as children of God. Whilst their understanding of diversity is limited, pupils recognise the importance of welcoming others and treating them fairly. One said, 'If you want to be treated fairly, we should treat others fairly too.' Pupils know that these values are found in the Bible but are less clear on other faith traditions.

Pupils talk about their love of the school and of finding it fun. This reflects the school's motto to 'live, love, laugh, learn', which lies at the heart of school life. There is a strong sense of togetherness across the mixed ages because all pupils engage with learning and older pupils feel well prepared for their next steps beyond primary school. However, pupils have limited understanding of the diverse world. They do not yet have first-hand opportunities to develop their understanding of religious and cultural diversity, including through visits and visitors. The school is passionately committed to being the heart of its community, a view echoed by parents and governors. This includes a long standing relationship with the church, revitalised through the ministry of the vicar. Pupils, even the youngest, confidently engage with this aim, including events such as the senior citizens tea party and the scarecrow festival. As a result, they feel part of the wider Christian community.

The school's wider curriculum is being re-designed to reflect the school's commitment for every pupil to be the best they can be. Data in core subjects shows teaching and learning increasingly meeting the needs of pupils. Outcomes for pupils have improved with almost all pupils predicted to make expected progress towards age-related expectations, with some predicted to achieve at the higher standard. The school environment reflects its Christian foundation but support of all pupils in their spiritual development is currently limited. There are too few opportunities for pupils to explore big questions or to experience wonder and mystery across the curriculum. Older pupils take seriously the trust that is shown in them and are proud of the contributions they make to decision making, including new equipment for the playground. As a result, they take responsibility for the school environment and want to develop it further, including reflection spaces outside.

Collective worship is an important and valued aspect of school life. Whilst many pupils report enjoyment of collective worship, practice is not consistent and invitational opportunities to support pupils' spiritual development are lost. Interactive activities such as 'Open the Book' visits are accessible for all ages, and

supporting pupil interaction with biblical stories. The relationship with the local church and vicar is highly valued and key events in church and school are building pupils' understanding of Anglican tradition and festivals, including opportunities to prepare for confirmation. Pupils are not yet consistently able to relate Christian teaching in worship to their own lives and concerns. Whilst three candles are lit as part of worship, the understanding of this linked to the Christian belief in God as Father, Son and Holy Spirit is under-developed. Significantly, the school has begun to provide opportunities for pupils to plan and lead worship. Older pupils are very positive about these and could talk enthusiastically about the recent one based on courage and the story of David and Goliath.

Significant changes in the delivery of religious education (RE) across the school reflect leaders' commitment to raise its profile. In recent years, the subject has not had a sufficiently high priority in the school. The RE curriculum has lacked rigour, and there has not been an adequate assessment system. As a result, pupils have not known what they need to do to improve their understanding of Christianity as a living faith. Their knowledge of how faith influences people's actions is limited. Pupils' knowledge and understanding of other world faiths is also narrow. Improvements in pupil attitudes and work are evident as a result of the priority RE is now given by senior leaders, including professional development opportunities and *Understanding Christianity* training. As a result, pupils have begun to deepen their understanding through enquiry-based learning. Pupils say they now enjoy their learning more and are motivated to do their best, echoing one pupil's comment that, 'we can change the world if we try hard'.

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