

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Whitesheet Church of England Primary Academy	
Address	Chapel Lane, Warminster, BA12 6NL

School vision
<p style="text-align: center;">‘Climbing to new heights together.’</p> <p style="text-align: center;">The biblical foundation that underpins our vision is taken from Matthew 5:1-2: ‘When Jesus saw the crowds of people there, he went up on a hill and sat down. His followers came and sat next to him. Then Jesus began teaching the people.’</p>
School strengths
<ul style="list-style-type: none"> • School leaders have embedded a distinctive Christian vision, which is at the heart of the school and shaped by the local context. Pupils are confident that they can overcome barriers and climb to new heights together. • Pupils are known and valued as individuals and a high priority is placed on supporting their social and emotional wellbeing. This is particularly true for pupils with special educational needs or disabilities (SEND). As a result, pupils feel secure and are enabled to flourish. • The school values are embedded and modelled by staff at all levels. Pupils live these out in daily interactions and, as a result, the school community lives well together. • Inspiring and engaging collective worship is a vital part of school life. Pupils actively participate and have opportunities to pray and reflect, which contributes to their spiritual flourishing.
Areas for development
<ul style="list-style-type: none"> • Increase expertise and confidence in the teaching of religious education (RE), particularly of religions and worldviews other than Christianity. This is in order that pupils have a greater depth of knowledge and understanding of religious and non-religious worldviews. • Embed developments in governance, in order that governors provide consistent evaluation and challenge to the school in the outworking of the Christian vision. • Deepen pupils’ awareness and understanding of injustice throughout the curriculum, so that they are empowered to become confident advocates for change.
Inspection findings
<p>The vision of ‘climbing to new heights together’ is at the heart of Whitesheet Church of England Primary Academy. This vision has been intentionally shaped by the local context and has a distinctive Christian underpinning drawn from Jesus’ sermon on the mount. The executive headteacher has been instrumental in leading the development of the vision. This has fully involved</p>



staff, pupils and church representatives, for example in contributing ideas towards the school's vision vessel. This has resulted in shared ownership of the vision. Thoughtful imagery has enabled pupils to understand this and create an environment where pupils feel they can grow together. The school has benefitted from strong relationships as part of the Diocese of Salisbury Academy Trust (DSAT). An innovative and supportive programme of training and monitoring to support school flourishing has contributed to significant improvements. The school's vision and values are well aligned with those of the trust. Governors are supportive of the school and recognise its strengths. With support from the trust, they are beginning to evaluate the work of the school. However, there is not consistent monitoring and challenging of how the vision drives and impacts different areas of school life.

Pupils at Whitesheet are known and valued, and the school has a clear heart to support all pupils, including those with particular needs. There is a strong sense that everyone is welcome and everyone belongs. As a result, pupils demonstrate security and confidence, for example through verbal contributions in lessons. Staff show their clear knowledge of individual pupils. They thoughtfully plan activities to ensure that pupils feel secure to participate, for example in collective worship and school trips. This means that pupils with particular needs are enabled to flourish, and this is recognised by parents and carers. The care and attention shown to individual pupils has also contributed to a rise in attendance, which is now above the national average. Pupils with SEND play an active role in groups such as the faith council, which provides opportunities to grow in confidence and leadership. Pupils accept one another and appreciate diversity, for example recognising that not everyone will learn in exactly the same way.

Creative and inclusive collective worship plays a central role in the life of the school and it contributes well to pupils' spiritual development. Pupils are keenly engaged in prayer and song, which are influenced by a range of traditions. There are opportunities for 'mirror' moments and, as a result, pupils demonstrate an ability to reflect upon their own values and actions. Worship includes inspiring use of stories or parables from the Bible and other sources, in which pupils are invited to actively participate. This means that pupils take away key messages about the school values. These are discussed in class and shape pupils' character, for example giving them resilience to persevere in difficult situations. The school has a strong partnership with St Martin's Church. The vicar and other church members are involved in the leadership of collective worship. Pupils regularly visit the church and participate in special services such as at harvest time. Church members valued the commitment of the school to St Martin's when they were without a vicar. The organisation of services and the school's support for the church helped the local community to flourish during this time.

A variety of opportunities for spiritual development results in pupils being thoughtful and reflective. Pupils identify 'mirrors', 'windows' and 'doors' moments, for example talking about their experiences in forest school as a window into appreciating God's creation. This language also helps pupils to identify transitions, such as the new school year, as moments of opportunity. Teachers encourage moments of awe and wonder in a range of subjects, but spiritual development is not fully mapped across the curriculum. Some pupils demonstrate a good understanding of justice and pupils have been active in selecting local charities to raise money for. The school council has advocated for change in certain areas, including suggesting the organisation of an Eco Day and a local litter pick. However, an understanding of injustice is not thoroughly planned for in the curriculum. Therefore, pupils' understanding of justice and responsibility is not developed to the point that there is a common sense of agency to be positive changemakers.

RE is valued by leaders and pupils as an important subject. The curriculum is thoroughly planned with clear consideration for the needs and context of the school. The expertise of the RE leader has also been used within the trust to help plan key concepts across units of work. Pupils in Key Stage 2

recognise the importance of understanding different beliefs in order to show respect to others. Staff are passionate that all pupils are able to access RE and employ a variety of teaching methods, including opportunities for discussion. Pupils value opportunities to explore religion and spirituality through art and drama. They are proud of their work and are able to recall knowledge that they have learned in lessons. However, in their written work and verbal answers they do not express a deep and accurate understanding of religious and non-religious beliefs. These are the areas where teachers are less confident in their subject knowledge.

The school values of community, hope, friendship, respect, resilience and wisdom are modelled by leaders. They are also lived out by staff on a daily basis. There is a calm environment in lessons which is conducive to learning. Collective worship is thoughtfully planned to link with the personal development curriculum, which results in pupils putting the school values into action. As a result, pupils of different ages form friendships and interact with kindness and respect, including at social times. These relationships are enhanced by carefully planned extra-curricular opportunities, which also broaden pupils' horizons and provide new experiences. Year 6 pupils valued the opportunity to take part in a residential trip. A visit from a Paralympian provided pupils with inspiration and an opportunity to reflect upon the importance of hope and resilience. Staff and pupils' expression of the school's Christian values in daily actions means that the community lives well together.

The inspection findings indicate that Whitesheet Church of England Primary Academy is living up to its foundations as a Church school.

Information			
School	Whitesheet Church of England Primary Academy	Inspection date	15.7.24
URN	140351	VC/VA/Academy	Academy
Diocese/District	Salisbury	Pupils on roll	42
MAT/Federation	Diocese of Salisbury Academy Trust		
Headteacher	Emily Mullord		
Chair of Governors/ Trust Board	Isabella Byrne/Rosemary Tong		
Inspector	Joseph Greenhalgh	No.	c.23/24