

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bishop Wilson Church of England Primary School

Vision

The joy of the Lord within our Christian values helps us to flourish in school and in our community: as communicators, explores, readers and believers. Within God's family we nurture, teach and support each other opening doors for all.

'The joy of the Lord is your strength'

Nehemiah 8:10

Strengths

- The school's carefully crafted Christian vision is deeply embedded and underpins the daily life at Bishop Wilson. It is lived out through the associated Christian values.
- Strong dedicated leaders, at all levels, effectively monitor the school as a Church school. Impactful decisions, guided by the vision, are made to support pupils.
- Pupils demonstrate a clear understanding of the vision and values. It makes a positive difference to them. Hence, high levels of dignity and respect are enjoyed by both adults and pupils.
- Thoughtful and inclusive collective worship provides valuable opportunities for pupils to grow spiritually.
- Effective leadership in religious education (RE) enables the delivery of a curriculum that is broad and relevant.

Development Points

- Deepen opportunities for social justice. This is to enable pupils to become more active agents of change in the community and wider world.
- Broaden the scope for the evaluation and monitoring of the effectiveness of collective worship. This is to ensure that it fully responds to the spiritual needs of the school community.



Inspection Findings

Bishop Wilson Primary has a nurturing and caring environment that is evident from the moment you enter the school. Leaders have created a Christian vision that demonstrates a clear understanding of the needs of the community. The Bible verse reflects the desire that pupils know God is by their side supporting them as they grow and learn. Pupils' understanding of the vision is enhanced by focusing on a different Christian value each half term. Pupils illustrate this with examples about the way they use the values in daily life. Dedicated governors are regular visitors, engaging with staff and pupils. They support leaders through robust monitoring and evaluation and have an accurate working knowledge of the school. They keep the vision central to the work of the school. The staff speak highly of the excellent support they receive from leaders and feel enabled by the vision and values. The wellbeing of pupils and staff is equally valued by the leaders. Open and encouraging communication enables pupils and adults to feel confident to ask for help when needed.

Insightful leadership responds to the specific needs of the community. The recently remodeled curriculum is designed in line with the vision. It is effective in enabling pupils to flourish. It is underpinned by the values and a phrase that challenges pupils to be communicators, explorers, readers and believers (CERB). A consistent approach by staff supports the implementation and full understanding of the expectations. The impact of these measures is seen in outstanding behaviour, high attendance and a positive attitude towards learning. Leaders carefully consider the sequence of learning to support pupils in mixed age classes. Learning is adapted for those with special educational needs and/or disability so they can access every opportunity. This reflects the nurturing focus of the vision. Consequently, high expectations and thoughtful provision enable them to thrive. Perseverance and resilience are important values to the school community. Pupils are encouraged by the Bible verse, knowing that God is by their side giving them strength. This helps them in the challenges they face. Enrichment opportunities give further experiences to flourish in line with the values, underpinned by the CERB drivers. Pupils are supported in engaging in new interests and creativity is actively nurtured, for example through the gardening and drama club. There are chances across the day to experience spiritual moments. These are woven through the different subjects. The school's rural setting allows pupils to experience the changing seasons and encounter spirituality in nature. Pupils speak with joy about special moments when the baby buzzard appeared and learning about the geese as they migrate.

Collective worship at Bishop Wilson is a special time to meet and a highly valued part of daily life. It is enthusiastically led by committed adults. The weekly pattern of worship includes the school's Christian values, church festivals and current events. Daily worship is ably supported by the clergy and members of the church team. Pupils enjoy coming together and learn through the different worshipping opportunities. They gain an understanding of how the vision impacts on their daily lives. They are invited to pray and sing. Clearly established structured routines and responses illustrate the importance of collective worship. However, systems to monitor and evaluate the effectiveness of collective worship are less developed, limiting broader opportunities for spiritual development. Classroom reflection areas are available for pupils to take time to reflect. Pupils enjoy having spaces to be still or to pray, supporting their spiritual development. Each half term activity sheets linked to the current Christian value are sent home. Parents speak highly of the sheets and actively use them. This further enhances the opportunities of spiritual development in family homes. Close church links with school create a harmonious relationship and ensure that church has an active part in school life. Staff, governors, pupils and parents speak with joy about the Friday worship time. Pupil awards recognise examples of behaviours and actions that demonstrate how they live out the visions and values. Parents are invited and enjoy feeling part of the wider school family celebrating the success of the pupils.

Highly supportive and trusting relationships bind the community together. Meeting and greeting by staff at the start of the school day nurtures positive relationships with families. Each pupil is known and cherished as an



individual. Therefore, pupils thrive in this encouraging community. The small school community talks with enthusiasm about how they support each child to flourish. Disagreements are rare and dealt with swiftly, reflecting the vision, nurturing and supporting each other. Pupils blossom in this aspirational community. Parents recognise the dedication of the staff. They appreciate that the values are accessible and encourage pupils to be well prepared for the journey to secondary school. Reflecting the caring and encouraging community, wellbeing is a priority. This is seen through the pastoral support provided by staff for pupils and their families. Staff speak highly of the quality of the support they receive from leaders. They flourish because they know leaders care deeply about their wellbeing. Pupils look after one another. One way this happens is through the production of kindness bags. Pupils share these bags with another pupil if they see them upset. This initiative has been further extended to the community. Villagers also receive kindness bags for example, as a thank you to the man who voluntarily picks up litter.

The respectful partnership between leaders, parents and pupils is widely evident. The school council works collaboratively with the parent teachers' association to improve the school environment. Recognising the challenges of speeding cars on country roads, pupils worked with the community to make changes. Their speed awareness posters slow drivers, improving safety on the local roads. This demonstrates pupils living out the vision beyond the school. Pupils also look at how to make a difference in the wider world. Understanding global issues is explored through the curriculum. By studying the lives of different inspirational people, pupils' knowledge of social justice is growing. However, opportunities to become agents for change globally are underdeveloped.

RE is well led, effective and valued as a core subject within school. A new RE syllabus was introduced last year. The school worked closely with the diocese to implement this and develop curriculum plans. It provides pupils with opportunities to gain understanding about a range of world religions and worldviews. RE days allow further exploration of key areas, giving pupils space to deepen their knowledge and understanding. For example, learning about Muslims in sport, enabled pupils to examine the impact of faith on these athletes. Wider spiritual development moments are offered at church through, for example, 'experience events.' These enriching opportunities deepen pupils' knowledge and understanding of Christian practice. They also support the continuing professional development of staff, learning from the church leaders. Curriculum planning is detailed and well resourced. Staff enjoy using the resources, which offer a variety of ways to deliver lessons. Parents say that RE is not just a lesson in the week but part of the pupils' daily lives in school and in active discussions at home. Pupils value what they learn in RE. Their books reflect the range of learning styles that are used to actively engage pupils' interest. As a result, pupils make good progress in RE. Regular monitoring of teaching and learning ensures RE provides pupils with a rich experience of the subject. Robust assessment and evaluation procedures effectively support planning and future learning opportunities

Information

Address	Puddington Lane, Burton, Neston, CH64 5SE, United Kingdom		
Date	16 September 2024	URN	111312
Type of school	Voluntary Aided	No. of pupils	60
Diocese	Chester		
MAT/Federation	Federation		
Head of School	Suzanne Roberts		
Executive Head	Freda Davies		
Chair of Governors	Stefanie Boyle		
Inspector	Tina Astley		