

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Great Wilbraham Church of England Primary Academy

Vision

‘With God, all things are possible’ (Matthew 19:26)

We believe that every person: pupil, staff member, governor, parent, volunteer or visitor to our school should feel like they belong. They are part of an extended family that is surrounded by love: God’s love, love for one another and love for ourselves. From this starting point, we truly believe that all our stakeholders can go on with their lives knowing that all things are possible. They have all the foundations: knowledge, skills, values and a strong moral purpose to lead a fulfilling and limitless life.

Great Wilbraham Church of England Primary Academy School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The compelling Christian vision, expressed through carefully selected values, inspires a powerful culture of welcome and nurture. It drives decisions ensuring significant positive impact for pupils and adults.
- Leaders create a highly inclusive environment, underpinned by the vision. This enables pupils, including those who are vulnerable or with special educational needs and/or disability (SEND), to participate fully in school life.
- Positive relationships are at the heart of the school. The school staff work closely as a team. Both adults and pupils flourish because of the care and compassion provided. People feel valued and listened to.
- Strong, effective leadership in religious education (RE) ensures the subject has a high profile and is well resourced. As a result, pupils are enthusiastic learners who confidently both ask and respond to questions and share their ideas.
- Collective worship is deeply appreciated and has positive impact on participants. Careful planning and reciprocal church partnerships create invitational moments of reflection and spiritual growth for adults and pupils.

Development Points

- Develop and embed a shared understanding of what spirituality means for the school. This is to deepen experiences for spiritual development and enable adults and pupils to fully articulate their spiritual journey.
- Extend pupils’ focus beyond their local community and enhance opportunities to respond to inequality and injustice in the world. This is so they recognise themselves as agents of change and make ethical choices.



Inspection Findings

There is a strong and tangible culture of welcome and nurture which permeates this small school. The biblically based Christian vision, lived out through four carefully selected values, shapes an ethos where relationships are prioritised. Each value provides an avenue of growth and challenge for pupils, helping to prepare them for their futures in education and beyond. As a result, pupils aim high and aspire to be the best they can be. For example, pupils speak powerfully of the courage needed to compete in local sports fixtures against much larger schools. Leaders' work to establish the vision and values is impressive, growing out of a period of renewal for the school. They are relentless in their focus on building an inclusive and pupil-centred community. The work of the school is enriched through strong partnerships with the trust, diocese, and local church. The school and trust visions are mutually complementary, forging a supportive network with shared aims. Governors and trust leaders know the school well and effectively monitor, support and challenge leadership. As a result, the clear strategic direction empowers leaders to make decisions that benefit pupils.

The school's carefully planned curriculum is shaped by the vision. Pupils are nurtured and encouraged to believe all things are possible, enabling them to flourish. Enrichment activities and extra-curricular experiences support this, such as educational visits, themed days, performances and sporting events. Pupils are confident, ambitious and resilient learners who embrace challenges positively. Leaders monitor the impact of the curriculum closely to ensure it raises aspirations and reflects the vision. A strong culture of inclusion ensures pupils with SEND alongside their peers can fully participate in school life. Deliberately planned opportunities teach pupils about equity and difference. These help them develop respect and awareness of others. Pupils recognise everyone is unique and may need different support. Those with additional learning needs receive personalised teaching and targeted resources. The strong collaboration between staff and families is highly valued by parents. As a result, pupils thrive. Opportunities for spiritual development are woven throughout the curriculum. Well-used quiet areas like the 'Lilibet Garden' offer a calm space for reflection. The recently introduced imagery of windows, mirrors, doors and candles provides a useful basis for sharing spiritual experiences. However, a shared understanding of spirituality is lacking, which limits consistent spiritual growth across the school.

Collective worship is central to the life of the school, offering a daily moment of calm contemplation and thought-provoking reflection. Pupils and adults participate considerably, being invited to explore the values through a range of carefully planned acts of worship. This develops their sense of belonging alongside a secure understanding of how the values positively impact people's lives. Pupils enjoy being present and actively engage, whatever their personal beliefs. Singing is uplifting and they relish the use of pupil-led drama to bring stories and scripture to life. Pupils lead elements of daily worship, helping them build confidence and supporting their spiritual development in a meaningful, inclusive way. The spiritual life of the school is enriched through varied forms of prayer and opportunities for individual expression. For example, Year 6 pupils write and read their own prayers, deepening their insight into the significance of personal reflection. Strong links with the two churches within the parish are mutually beneficial. Clergy play an inspirational role in worship as well as contributing to RE, providing meaningful support for school leaders. For instance, a theme day led by clergy and parishioners using multi-sensory activities explored different forms of Christian prayer. Valued visitors, such as the GenR8 team, allow pupils to experience a range of worship styles.

Inspired by the vision, there is a powerful culture of living well together, creating caring relationships that foster respect. Pupils, parents and visitors are greeted warmly by staff on the playground and in the office. This reflects



the belief that all belong and all are loved. 'Treatment Agreements', prepared by each class at the start of the year, ensure shared expectations are clear. As a result, pupils know the values intimately and articulate how they help them to be kinder each day. The nurture driven behaviour policy helps adults to respond to challenges with curiosity and compassion, so pupils feel safe. Consequently, pupils know that adults will always help them put things right 'in a loving way'. Pupils highly value the emotional literacy support (ELSA) available in school, enhancing their sense of being loved and nurtured. ELSA sessions for individual pupils, alongside groups and activities at break times, contribute significantly to the harmonious atmosphere in school. Staff are a closely knit team and enable each other to give their best for the pupils. Leaders have appointed mental health leads to support the individual needs of pupils and staff. They look for meaningful opportunities to collaborate both within the school and across the trust, aiming to reduce workload. This means staff feel their work is valued and that they are well-supported in times of need.

A deep understanding of the Christian vision inspires a belief amongst pupils that all things are possible. They delight in the leadership opportunities available, such as becoming wellbeing ambassadors or sports ambassadors and joining the school parliament. These roles foster a deep sense of responsibility to act as role models for one another. Prompted by the value of thankfulness, pupils understand not everyone enjoys the same sort of childhood experiences. The school community shows their compassion by raising money or collecting for charity, such as the local foodbank. Pupils learn to understand injustice, take responsibility and influence change in their communities. Classroom discussions provide a safe space for sharing views and exploring global issues more deeply. However, pupils do not have regular opportunities to respond to such issues themselves. This limits their awareness of their potential to act as agents of change.

As a result of thoughtful leadership, RE has a high profile and levels of enjoyment. Leaders clearly outline what is to be taught, providing staff with support and resources to deliver the subject effectively. Professional development is offered flexibly, making good use of available expertise through diocesan support. The RE curriculum content is challenging, relevant and diverse, using creative approaches. Probing questions prompt deep thinking, and lessons offer a safe place to discuss wide ranging issues. This empowers pupils to explore their own beliefs while appreciating those of others. Increasingly creative responses using art and drama help pupils to develop confidence to express personal viewpoints and disagree well. For example, a clergy led RE lesson on baptism inspired pupils, with their family's support, to reflect on their personal faith. Pupils explore a variety of worldviews and religions in addition to Christianity. The impact of this is evident in their growing curiosity about others. This supports them to be open-minded and informed members of a global community.

Information

Address	Church Street, Great Wilbraham, Cambridge, Cambridgeshire, CB21 5JQ		
Date	23 June 2025	URN	150022
Type of school	Academy	No. of pupils	85
Diocese	Ely		
MAT	ACT Multi-Academy Trust		
Headteacher	Kim Holtby		
Chair of Governors	Jo Helmy and Eleanor Laws		
Inspector	Philip Asher		