

Statutory Inspection of Anglican and Methodist Schools (SIAMS) DRAFT2

Wolverley Church of England Secondary School	
Address	Blakeshall Lane, Wolverley, Kidderminster, DY11 5XQ
School vision	
<p>At Wolverley, we believe that everyone is unique. We enable everyone to experience 'life in all its fullness' through living out our core biblical values. We are passionate about developing well- rounded individuals by striving for excellence in everything that we do, so that all are inspired and empowered to fulfil their AMBITION UNLIMITED.</p>	
School strengths	
<ul style="list-style-type: none"> • Leaders, including governors, hold the school community that they serve at the heart of everything. Empowered by the relevance of the Christian vision, they make courageous decisions that daily benefit adults and pupils. • Pupils experience learning and opportunities that enable them to be open to new prospects. This maximises their potential to be ambitious and to flourish beyond school. • The wellbeing and mental health of all are priorities. The varied and pertinent approaches taken are underpinned by the embedded vision and for many, the outcomes achieved are transformational. • A strong sense of justice pervades the school community. This creates a culture of fairness that promotes the school's strong relationships. Consequently, adults and pupils are treated with dignity and respect. • Effective leadership in religious education (RE) ensures that learning challenges and engages students across all key stages. Pupils are enabled in their learning and understanding of world religions, including Christianity and worldviews. 	
Areas for development	
<ul style="list-style-type: none"> • School leaders have not ensured that collective worship is enabling pupils and adults to flourish spiritually. Therefore, leaders should expand pupils' opportunities for spiritual flourishing through a programme of daily collective worship for all. • Encourage opportunities for pupils to act as independent agents of social change. This is so that the impact of the school's vision has extended influence upon the local, national and global communities. 	
Inspection findings	
<p>At the core of Wolverley Church of England Secondary School is its embedded Christian vision. It is a living entity for the school community. Leaders, including governors, ensure that it underpins their decisions, policies and actions. The chosen Christian values of love, freedom, compassion and justice form part of the daily language and experience of adults and pupils. Therefore, a calm, purposeful and welcoming environment is evident. It enables the school community to discover, pursue and achieve their ambitions. Leaders recognise that for pupils to succeed academically, socially, emotionally and spiritually, so must the adults around them.</p>	

Adults appreciate that leaders invest in their professional development and personal wellbeing. Consequently, staff confidently support pupils in raising their aspirations and realising their potential. This applies equally to their school experience as to their preparation for adulthood. Governors are highly focussed on the success of Wolverley and its community. They access and act upon relevant professional development to support them in their strategic role. They hold leaders to account for the impact of the Christian vision through observation, discussion and challenge.

The school's intention to enable 'life in all its fullness' (John 10: 10) and the pursuit of 'ambition unlimited' shapes learning and experiences. Leaders at all levels promote a curriculum that is rich and broad. This ensures pupils, particularly at Key Stage 4, access a range of subjects that enhance their opportunities in adulthood. Pupils' personal development focuses on raising their aspirations and ensuring they are well prepared for future choices. This includes those pupils with special educational needs and/or disabilities (SEND) and those who are vulnerable, even temporarily.

Bespoke pastoral and academic support enables pupils to overcome personal and learning difficulties. Consequently, examination outcomes indicate that all groups of pupils achieve equally well. Spiritual development through formal learning is carefully planned in all subjects. Teachers encourage and allow pupils the space to pause and ask questions. As a result, pupils are inquisitive and reflective. This approach empowers personal spiritual freedom and growth. Exciting local, national and international trips and visits expand horizons bringing learning to life. An exceptional programme of additional activities and opportunities is available to pupils as part of the school's enrichment offer. Through sport, the arts and a range of other opportunities, pupils discover, develop and deploy their God-given gifts and talents.

On the occasions that it occurs, collective worship is thoroughly and thoughtfully planned. It reflects the Christian and secular calendars and promotes the understanding of the school's vision and values. Evaluations indicate that adults and pupils value the space that worship provides to be still and reflective. The ordained chaplain enriches the school's spiritual life through the celebration of the Eucharist. This, together with attending services in the local church, expands pupils' experience of Christian worship. Leaders bring the Bible to life through worship. They successfully enable adults and pupils to appreciate the ongoing relevance of sacred scripture in peoples' lives. Adults who lead worship receive effective support and encouragement. This ensures worship is invitational, inclusive and inspiring. A pupil described this approach as leading to everyone being able to have a 'takeaway' from worship. Pupil worship leaders collaborate confidently with adults to prepare worship experiences that are increasingly successfully shared with the local community. However, worship is not a daily experience for adults and pupils. Therefore, it does not meet statutory requirements, and the potential for adults and pupils to flourish spiritually is diminished.

Faithful to the intentions of the school's vision, each person is recognised and respected as uniquely created as a child of God. This leads to an approach to the wellbeing and mental health of adults and pupils that is transformational. Effective pastoral care supports adults as well as promoting the nurture and guidance of pupils. Leaders are determined and creative in their pursuit of the best outcomes for all. Access to professional counselling through 'Reach Out' provision provides immediate and bespoke assistance for adults and pupils during periods of vulnerability. Parents trust the school to respond to their concerns promptly and appropriately. Animal therapy, mental health ambassadors and tailored learning all contribute to the sense of care and support that exists. Pupils are confident that there is always an adult ear available to them. When poor choices are made, they are recognised as opportunities for reflection and fresh starts. This demonstrates the school's application of justice and compassion. Vertical tutor groups support younger pupils' assimilation into high school life and learning.

Older pupils are proud to act as role models to, and on behalf of, the school. A strong culture of acceptance of difference and diversity is promoted especially through worship, the tutor programme and learning in lessons. This is reflected in dignified, respectful relationships at all levels of the community.

Wolverley is an outward looking community that places significant importance upon mutually respectful and opportunity enhancing partnerships. This includes with the diocese, local schools and the wider local community. Partnerships are promoted for the wellbeing and benefit of the school's adults and pupils. However, the school also uses its partnerships to generously share its expertise and facilities with other schools and neighbours. This extends the impact of the school's vision beyond its immediate community. Wolverley is a community where pupils are encouraged to recognise and use their democratic voice. A myriad of student leadership roles provide individuals and groups with the remit to speak and act for others. They successfully achieve this responding to local, national and international charities and appeals. However, pupils are less confident to independently initiate social action projects.

Pupils across all three key stages regard their learning within RE as important. The well-balanced curriculum follows a logical sequence that ensures pupils grow in the depth of their learning. Lessons promote pupils' sound, accurate knowledge and understanding of worldviews and world religions, including Christianity. This contributes to pupils' recognition and appreciation of the multi-cultural and religious diversity of modern Britain. They enjoy their lessons because RE leaders have deftly crafted schemes of learning that are interesting, appropriate and challenge thinking.

Teachers effectively foster pupils' mature, respectful and reasoned responses. In this way, RE impacts upon, and encourages, pupils' spiritual and moral development. Adults work closely with other RE teams and the diocese to evaluate their curriculum and ensure its continuing relevance to Wolverley pupils. A bespoke unit of work bridges pupils' learning between Key Stages 2 and 3. This captures the interest of pupils and provides the launch pad for their inquisitive approach to RE learning. At Key Stage 5, pupils welcome the scope the curriculum offers to research more independently areas of particular interest within RE and worldviews.

The inspection findings indicate that the school has strengths, but that there is also an issue that leaders need to address as a matter of priority. This relates to collective worship and spiritual flourishing and is listed in the areas for development.

Information			
Inspection date	7 March 2024	URN	135061
VC/VA/Academy	Voluntary controlled	Pupils on roll	952
Diocese	Worcester		
Headteacher	Bryn Thomas		
Chair	Karen McGrath		
Inspector	Fiona Ashton	No.	860