

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wilson's School

Mollinson Drive, Wallington, Surrey, SM6 9JW	
Current SIAMS inspection grade	None awarded
Diocese	Southwark
Previous SIAS inspection grade	Outstanding
Date of academy conversion	2011
Date/s of inspection	29 & 30 November 2017
Date of last inspection	14 & 15 November 2012
Type of school and unique reference number	Selective 11-18 Boys Grammar 36621
Headteacher	Nathan Cole
Inspector's name and number	Rev'd Craig Watson 78

School context

A grammar school for boys, founded by the Reverend Edward Wilson in 1615. The boys are selected solely on ability and are drawn from a wide area. The school has a well below average number of boys with Special Educational Needs and/or Disabilities. The school is religiously, culturally, ethnically and linguistically diverse, with 40 other first languages represented. There are 1198 boys on roll with 304 in the sixth form. The school converted to an academy with a religious character in 2011. It is inspected under paragraph 2 of a memorandum of understanding between the academy and the Diocese of Southwark. The national framework is deemed inappropriate.

Paragraph 2 from the Memorandum of Understanding:

The following statement of values is endorsed by Wilson's School:-

"The spiritual, moral, cultural, mental and physical development of each child will be based upon the values and virtues: respect and tolerance for all; the pursuit of truth and justice; the challenge of service and duty; the experience of mutual trust and reconciliation and the pursuit of excellence.

The values and virtues find expression in the curriculum, character and life of the school through:

- *Spiritual development that recognises the religious dimension of education through the curriculum and the daily act of worship;*
- *Moral development which builds character, enabling each child to have the courage to do what is right;*
- *Cultural development which incorporates the Christian heritage of this country as well as the contribution made by other religions and cultures;*
- *Mental and physical development which releases each child's full potential."*

The distinctiveness and effectiveness of Wilson's School

- The school demonstrates the high standards it sets for itself in all areas of school life.
- It provides excellent spiritual, moral and cultural development. This enables it to realise the potential of pupils, both mentally and physically.
- The school motto of 'Non Sibi Sed Omnibus' ('not for oneself but for all') underpins the commitment to the service of others that permeates the school community.
- The inclusive and supportive atmosphere enables the school to achieve its aims of seeking truth and justice, embracing the challenge of service and duty, building trust, facilitating reconciliation and pursuing excellence.
- The school, in partnership with the Diocese of Southwark, has developed the chapel into the 1880 room. This creates a safe space designed for discussion, reflection and worship for all within the school community.

Areas to improve

- Develop more opportunities to draw upon the Christian heritage of the nation across the curriculum, as well as the contributions made by other religions, to ensure pupils better understand how this heritage moulds their lives and that of the nation.

How well does the school, through its distinctive character, meet the needs of all pupils

Members of the school community understand and live out the school motto 'Non Sibi Sed Omnibus' ('not for oneself but for all'), a summary of the teaching of Philippians 2:4. Staff at all levels recognise and model the importance of serving others and striving for excellence which inspires pupils. Parents acknowledge that the school lives out its motto and pupils are well aware of its importance in all aspects of their learning. The school embraces and values its diversity, encouraging the safe expression of a range of views consistent with the school's stated 'inclusive Christian Ethos'. The 1880 room's use reflects this by hosting 'Pride (Lesbian Gay, Bisexual, Transgender, Queer, {LBGTQ} and Allies)', Christian Union and Islamic Friday Prayers among other groups. A parent explains this inclusive ethos by positively commenting that, "it is a secular school which allows belief to be expressed".

Through an extensive range of co-curricular activities and an inclusive physical education curriculum, the school excels at developing the physical aspects of pupils. The curriculum and associated co-curricular activities provide a stimulating environment that develops pupils mentally, leading to excellent academic performance and a love of learning. An innovative approach to encouraging pupils to engage with music through every pupil learning a musical instrument, including voice, in Year 7, enables a significant engagement of pupils with curricular and co-curricular music throughout the school. The curriculum and co-curricular programme draw upon a broad Christian framework in varying degrees, using the Christian heritage of the nation to inform and inspire creativity, enquiry and imagination.

The school's character reflects the Christian heritage of England and communicates this through the curriculum, particularly in RE, enabling pupils to experience excellent cultural development. Pupils can, to a greater or lesser extent, explain the influence of the Christian heritage on life in England in the past and the present. In a history lesson the role of the Church in developing mass education in England during the industrial revolution was articulated clearly by one pupil.

What is the impact of collective worship on the school community

The pupil's spiritual and moral development is rapid due to a programme of collective worship that challenges them to consider issues relating to current affairs, faith and morality in a broadly Christian framework. Pupils in the sixth form are encouraged to take time to engage in daily collective worship during supervised independent learning periods, to compliment the weekly collective worship time so that they establish a pattern that will serve them well in later life. This is highly valued by pupils as illustrated by a pupil who stated that it was particularly helpful when they felt under pressure.

The collective worship programme is fully integrated between Form periods, informal and formal assemblies ensuring that pupils recognise the religious dimension of education. Pupils do not always recognise the specifically religious elements of collective worship but they apply the principles to their conduct and attitude in school life. They value opportunities to engage in worship such as the annual carol service at Croydon Minister or through the groups in the 1880 room. Pupils are very aware of the history of their school and its Christian foundation, and this gives them a strong sense of identity and confidence.

The pupils are encouraged to grapple with significant questions about life through their collective worship which gives them a deep understanding of right and wrong and the consequences of their actions for themselves and others. They look to the Christian faith and other religions as one source of insight into answering the questions that arise leading to a strong sense of care for themselves and service to others for the good of all. Tutor guidance does not give specific guidance on the delivery of collective worship leading to a degree of variability for pupils in recognising when collective worship is taking place. When they occur, opportunities for collective or personal prayer and reflection are valued by pupils, providing the time to reflect upon the place faith may have in people's lives and to determine how they might put what they have considered into action.

How effective is religious education

The exceptional standards and progress in RE are well above average confirming the excellent mental development of pupils. Short course GCSE RE and philosophy is regarded highly by pupils. It is recognised as an area of the curriculum which ensures that the Christian heritage of England and the contribution of other religions are acknowledged leading to excellent cultural development of pupils. The excellent and enthusiastic leadership of the head of department enables teachers to deliver high quality learning which fully engages pupils in RE, enabling very strong mental development. Pupils are consistently spoken to, are treated as, and are expected to behave as 'gentlemen', demonstrating the outworking of the schools vision to mould character in line with its values and virtues. This leads to high standards of conduct within RE and pupils draw on what they learn in RE to engage in high standards of conduct within the wider school and beyond. The staff are aware that the concept of a 'gentleman' is rooted in the teachings of Christ and the new testament, and communicates the expectations of a 'gentleman' well to pupils.

The school does not use the Diocesan syllabus as it does not consider itself a church school. In the absence of an agreed syllabus from the local authority, the RE syllabus is the school's own syllabus. It draws on elements of the Diocesan syllabus and other sources. It is excellent at meeting the needs of the pupils.

The use of a philosophy course in Year 11 and the offer of philosophy A level, both with significant religious thinking elements ensures pupils continue to be stimulated to think critically, drawing on the rich well of Christian and other religious understanding of life. In the Sixth Form, core RE is delivered extremely well through the fortnightly personal, health, social and enterprise education programme. The topics studied include the religious perspective of those topics which pupils enjoy. They report that the programme gets them to ask 'where is God?' Current affairs topics are explicitly linked to faith and personal morality enabling pupils to develop extremely well both morally and spiritually.

RE is supported superbly by well attended co-curricular groups such as the philosophy and religious education club, the Christian union and Friday prayers demonstrating the real enthusiasm there is for this subject with pupils. The GCSE RE short course is being replaced by the full course leading to a deepening of pupils' religious understanding and significantly enhancing their spiritual development.

The effectiveness of the leadership and management of the school

The governance and leadership of the school are clear about the vision, values and virtues that the school reflects through its motto, leading to a consistent approach with all pupils that strongly builds character. As a result, all staff are aware of their responsibility, and are keen to promote the 'not for oneself but for all' approach which they do with notable impact so that it is evident in the life of the school community. The leadership draw on the Christian heritage of the nation in an inclusive manner which encourages all to engage with the religious dimension of education very well. This is evident in that, at the 400th anniversary service at Southwark Cathedral, only one pupil withdrew on religious grounds.

The school leadership and governance values the relationship with the Church of England and this association enriches the lives of pupils and families by promoting spiritual development. Governors monitor the 'inclusive Christian ethos in accordance with the principles of the Church of England and in partnership with the Southwark Diocesan Board of Education' informally, leading to little formal assessment beyond that of other subjects, of the distinctive place of statutory RE and collective worship of a broadly Christian character by the governing body. Governors and the school leadership work extensively with the Diocese of Southwark within the terms of their memorandum of understanding to enable the school to serve the wider community of Southwark Diocesan Church schools through the active membership of the head on the Diocesan Multi-Academy Trust Board.

The excellent and dedicated leadership of the head commands the confidence of all stakeholders and brings about positive change within the school community. As a result the staff and the pupils have a strong sense of service, reflected through the schools combined cadet force, co-curricular PE and other co-curricular activities which have very high participation levels. Quality assurance of all areas of school life is rigorous ensuring that a culture of continuous improvement permeates the work of the school.