

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Dunbury Church of England Academy

Vision

At Dunbury Academy, our vision is to grow a thriving Christian learning community that recognises and celebrates diversity in all its forms, ensuring that all children feel that they belong, are safe and can flourish. We want our pupils to have the opportunities to be aspirational for themselves, achieving more than they thought was possible, as well as recognising what more can be achieved when we come together as communities to achieve common goals.

Strength in difference, together we are one, together we fly high.
“for we are all one in Christ”, Galatians 3:28

Dunbury Church of England Academy 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

- In line with the school’s Christian vision, leaders enable adults and pupils to grow and flourish. Supportive and approachable staff enhance the wellbeing of adults and pupils.
- The religious education (RE) curriculum is carefully and thoughtfully planned ensuring pupils make good progress. It is passionately led and, as a result, the subject is valued, challenging and effective.
- Highly positive and productive relationships throughout the school nourish and affirm individuals enabling them to thrive. This encourages an atmosphere of aspiration, hope and dignity which can transform lives.
- Enthusiastic and determined leaders guide the rapid and sustained development of Dunbury as a Church school. This is strengthened by strong partnerships with the diocese and trust, enhancing the Christian foundation of the school.

Development Points

- Extend and embed opportunities for leaders, at all levels, to evaluate the impact of the school's vision. This is to deepen the way it leads to the flourishing of pupils and adults.



Inspection Findings

Dunbury Church of England Primary School nurtures staff and pupils, enabling them to flourish. This is a result of leaders' work in creating a Christian vision that accurately reflects the context of the school. The school's work is firmly rooted in biblical teaching which creates a sense of purpose and direction. The vision inspires a sense of unity and togetherness despite the practical challenges of being a split site. Parents, pupils and staff alike value the way leaders create a culture which brings them together. The vision serves as a purposeful guide for pupils and staff on how to overcome difference and challenge. There is a strong sense of inclusion and acceptance throughout the school which the vision enables. What enhances this atmosphere is the clear way the vision is expressed so pupils and adults can visualise how it can be lived day to day. Pupils are proactively given the skills to overcome any challenges they might face. This impacts positively on them as well as shaping adults' own approaches to the decisions they need to make. The shared focus of the trust and school on inclusion and wellbeing enhance the way these positively impact on pupils and adults. Highly effective partnerships with the school's two local churches, the diocese and trust support staff in their work. Consequently, this enriches pupils' learning experiences.

Well-known values are at the heart of the curriculum and pupils' learning. Leaders ensure these values of trust, friendship, courage and respect are broken down into the skills needed to live them out. Pupils, including those who are disadvantaged or with additional need directly benefit from this approach. This enhances their confidence and resilience, developing skills to use inside, and outside, of school. The vision of 'strength in difference' sits at the heart of how the school approaches its work with those who have special educational needs and/or disabilities (SEND). Inspired by the vision, leaders strive to ensure the needs of pupils and their families are central to their decision making. The meaningful culture of togetherness supports the links between home and school and directly benefits pupils. The behaviour curriculum sits at the heart of leaders' high aspirations for pupils at Dunbury. It enables them to understand how positive behaviour benefits them, others and the whole community.

Collective worship is the cornerstone of the school, enabling pupils and adults to flourish spiritually. They understand how worship positively impacts on the way they see the world in both its challenges and moments of joy. Through it, leaders' enable a deep understanding of spirituality. The use of resources that reflect world issues enable pupils to apply how they understand spirituality both in their own lives and more widely. As well as enhancing spiritual wellbeing, worship positively impacts on pupils' mental health. As a result of leaders' proactive listening to pupil voice and ideas, worship is strategically placed at the end of the day. Pupils and adults value this opportunity to come together as one before their journey home begins. Collective worship is inclusive, this makes it relevant to pupils and adults so they can see how it helps their daily lives. It provides space for prayer and stillness enabling spiritual development in adults and pupils alike. Effective partnerships between local churches and clergy enhance the planning of worship ensuring it is linked to the Church year. Clergy strengthen the provision of worship through their active participation and their monitoring of it their local governor roles. This enhances the way pupils and adults experience a diverse breadth of worship styles, enhancing its impact. Visits to local churches for key festivals such as Christmas and Easter enrich opportunities throughout the year for pupils and adults to develop spiritually.

Adults and pupils treat each other with love and relentless positivity. Pupils talk about school values as ways of dealing with the different situations they encounter at school and home. This, together with the way the accessible behaviour curriculum guides pupils' decisions and actions, means that the school is a calm and safe space. If a pupil is struggling then other pupils see that with sympathy and act in a way that best includes and heals that



individual. The embedded culture of mutual support, through difficulty, is a lived experience at the school. Consequently, families are also enabled to face challenges that might arise. Christian values are displayed throughout the school. This enhances the way they are accessible and known by staff, pupils and parents, extending the atmosphere of inclusivity. Consequently, this strengthens the active sense of wellbeing for both adults and pupils.

Forgiveness and reconciliation are integral to the school's approach to learning and living. When challenges between individuals arise, pupils show the vital part forgiveness plays and is at the centre of how issues are resolved. More widely, leaders ensure that pupils have an understanding of world issues. They make this central to the wider curriculum and collective worship. Pupils are enabled to show understanding of what responsibility and justice means in a wider world context, and, therefore, how to challenge injustice. Collective worship, RE and the wider curriculum expand pupils' understanding of these issues. Trust wide worship events celebrate the positive of each school within its family. This enables pupils to see beyond their own school and provides for a wider discussion of rights, freedom and responsibility. However, the active way pupils challenge injustice beyond this is limited.

The RE curriculum is a strength at the school. It is broad and relevant, enhancing pupils' understanding of the way faiths, including Christianity are global and diverse. The curriculum strengthens pupils' knowledge about how belief is lived out and deepens their understanding of 'big' questions. Pupils enjoy RE which can be seen in their enthusiasm to talk about the subject and their pride in their work. They actively describe the impact the relevant curriculum has on their own thoughts and understanding of the views of others. Through a sense of service, the school actively share knowledge with others in the trust and wider diocese. The curriculum is enhanced through discussion, visitors, and where possible, visits. The breadth of the curriculum and these opportunities for practical encounters deepen pupils' understanding of how faith is lived out.

Information

Address	Whitechurch Base, Dolway Lane, Winterbourne Whitechurch, Dorset, DT11 0AW		
Date	11 March 2025	URN	1405661
Type of school	Academy	No. of pupils	112
Diocese/District	Salisbury		
MAT/Federation	Diocese of Salisbury Academy Trust		
Headteacher	Emma Richardson		
Chair of Governors	Tracey Hughes		
Inspector	Max Burr		