

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bishop Wordsworth's School

Vision

The motto 'Veritas in Caritate' comes from Ephesians 4v15-16 'Speaking the truth in Love, we will grow to become in every respect the mature body of him who is the head, that is Jesus Christ'. This leads to our statement of vocation: For this we stand: To search for truth; to live in love; to grow together.

Bishop Wordsworth's School is living up to its foundation as a Church school and is enabling students and adults to flourish. It has the following notable strengths.

Strengths

- Students at Bishop Wordsworth's school are greatly inspired by the deeply-rooted Christian heritage from which the vision stems. As a result, they grow together to become confident and well-rounded adults, comfortable in their unique identity.
- The exceptionally rich and ambitious curriculum and breadth of wider-curricular opportunities enable students to flourish academically and personally. As a result, they have high aspirations for their futures.
- By living in love, students are highly pro-active agents of change. Older students deeply enrich their school and wider community through the wide array of leadership roles they undertake. They willingly support and inspire younger students to do the same. Consequently, the school community lives well together.
- The long-standing partnership with Salisbury Cathedral is intrinsic to the worship life of the school. Coupled with inspiring chaplaincy, students experience rich and diverse collective worship, which can be life changing.
- Religious education (RE) is well-led and taught by expert specialists. The curriculum ensures students have a deep understanding of a diverse range of worldviews and religions, including Christianity. Their strong progress, attainment and work demonstrate that RE is a living expression of the vision as they search for truth in their learning.

Development Points

- Strengthen the effectiveness of monitoring systems that evaluate the impact of the vision. This is to better inform leaders as they continue to develop their Church school distinctiveness.
- Extend the way spirituality is planned throughout the curriculum. This is to enhance the impact this has on the spiritual development of students.
- Develop the core RE curriculum at Key Stage 5. This is to build on the strong foundation of learning at GCSE.



Inspection Findings

Established by Bishop Wordsworth, the school is completely faithful to its centuries-old Christian foundational vision, 'Veritas in Caritate'. Leaders carefully ensure that the striking Christian heritage remains entirely relevant to the school's current context. Consequently, the more modern wording of the vision underpins the work of the school as a Church school. Leaders, including governors, are highly ambitious as they outwork the vision. They make bold decisions as they provide opportunities for students to grow as young adults. For example, the recent change in Sixth Form admissions enhances the richness and diversity of the school. Leaders are passionate in their pursuit to provide the highest standard of Church school education. They evaluate the effectiveness of much of their work. However, there is not yet routine monitoring in place to help leaders explicitly evaluate the impact of the vision.

The vision to search for truth drives the high-quality support students receive in their learning. Teachers are passionate about wanting to inspire students to excel in their studies. Consequently, adults have extremely high aspirations for what students can achieve both academically and through extra-curricular opportunities. Furthermore, Key Stage 5 students actively act as mentors for younger students academically, within sports and in the provision of wellbeing support. As a result, students relish the opportunities for success and so academic outcomes are strong. The school provides carefully planned support for students with special educational needs and/or disabilities (SEND) enhancing their learning experiences. Consequently, high quality and individually tailored support enables students to grow academically. Equally, alternative pathways result in personal success. More widely, the exceptional extra-curricular life of the school enables students to excel in their wider talents. As a result, many students take part in prestigious opportunities such as national sporting events and debating competitions. The regular services and ceremonies held at Salisbury Cathedral provide a world-class opportunity for students to perform and present. Students grow in maturity and stature as they aspire to live out the Christian vision for themselves. Recent work by the school on exploring what spiritual development explicitly means enhances students and adults' understanding of this. Although this is beginning to be woven throughout the curriculum, it is at an early stage of implementation so the impact is still developing.

The school has wide-ranging opportunities for students to engage in collective worship. It is the spiritual heartbeat of the school. The highly effective partnership with Salisbury Cathedral means students leave the school knowing that they have a spiritual home for life. Designed by the cathedral prefects, regular student-led cathedral services are richly inspiring for students and adults. The inclusive approach to worship enables those of a range of faiths and worldviews to actively contribute to the spiritual life of the school. Added to this is the decision of school leaders to invest in highly effective chaplaincy. Facilitated by the school chaplain, opportunities abound for students and adults to engage in daily worship. The diverse offer includes interactive year group worship, form-time reflection, Christian Union and weekly Eucharist for those who wish to take part. Attending the cathedral's regular pattern of worship further enriches the broad and varied styles of worship available at Bishop Wordsworth's School. Consequently, students and adults benefit from a rich and relevant worship cycle that brings the Church calendar to life. Leaders were beginning to monitor the impact of collective worship, but this has not been sustained due to recent leadership fluctuations.

The vision is central to creating the nurturing culture at the school. The community grows together by demonstrating the love of God in the respect and care it shows towards each other. The deliberate teaching of behaviours that are inclusive and equitable, further aids this. Equally, the value of respect is now aligned more



closely to the vision which has brought even greater clarity. Student leadership and the work of the school council provides an effective vehicle for students to influence change and development. This results in a community where restoration and forgiveness are at the heart of the school's culture. Wellbeing for adults as well as students is a high priority for leaders. Chaplaincy is valued as an avenue of support with the rhythm of worship and reflection being central to their own wellbeing. Staff feel highly valued and so appreciate the investment by leaders in bespoke training opportunities. The school lives well together, centred around its united vision to grow in love.

Student leadership, especially within Key Stage 5, drives the culture of justice and responsibility. As a result of the work of the charity leaders, students actively seek to bring about change. They are deeply grateful for the education and opportunities they receive and so actively give back to the community. Therefore, works of service to support local charities are extensive. Students recognise that service to others goes much deeper than financial support. They understand that giving of time and talent is equally serving, and so students in the Sixth Form lead younger students in outworking initiatives. The result is a vibrant culture with service at its heart. More widely, student leaders foster a culture where injustice is challenged with them actively listening to concerns and acting upon them. Furthermore, many students attend the debating society or join the student council. Consequently, such opportunities develop oracy and promote healthy discussion and resolution of difficult topics. Older students leave a legacy of servant leadership. They proudly pass the baton to the younger students to continue to drive change through their future leadership.

RE is prioritised by leaders with a significant amount of curriculum time provided for it. This ensures the curriculum is rich in content, balanced and well-sequenced. It increasingly deepens students' understanding of a range of religions and worldviews. Students radiate enthusiasm and maturity and use excellent subject-specific vocabulary. The subject is important to them. Students are inspired to think deeply and consider big questions in life. As a result, RE is at the heart of the success of the school as a Church school. RE demonstrates leaders' investment in the vision to search for truth. Almost all students take the full GCSE qualification, following a strong foundation built in Key Stage 3. This extends into Key Stage 5, where students can choose to study A Level RE. However, the RE provision for those not studying the A Level is at an early stage of development. Consequently, this limits the depth of some students' continued exploration of religion and worldviews beyond Year 11.

Exam results at GCSE and A Level are impressive. Highly effective assessment and feedback systems within RE enable teachers to support students well and respond to any misconception. Effective monitoring by leaders enables teachers to develop in their confidence and expertise. Equally, teachers value the training they receive from the partnership with the diocese. Consequently, students are challenged in their thinking and enjoy the debate and exploration of themes like 'Who is God?'. They have an impressive knowledge of Christianity as a global faith and explore this alongside a carefully considered range of religious and worldviews. The subject is exceptionally well-taught by expert teachers who inspire students to value the subject.

Information

Address	Exeter Street, Salisbury, SP1 2ED		
Date	24 and 25 March 2025	URN	136500
Type of school	Academy	No. of students	1186
Diocese	Salisbury		
Headteacher	Stuart Smallwood		
Chair of Governors	Graham Branagan		
Inspector	Sadie Batstone		