

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Queen Elizabeth's School

Vision

Our vision, "You will be secure because there is hope" (Job 11:18), roots our school in Christian faith and high expectations. Inspired by Job's message of divine security and guidance, we empower students to overcome challenges and reach their full potential. We are ambitious for our students, believe in the unique value of every individual and support every member of our community to be the best version of themselves, every day. This theological foundation shapes our curriculum and daily behaviours, which are lived out through our core values of hope, respect, resilience, and community. Together, we support one another through the best and worst of times, ensuring that every single student remains truly secure in Christian hope.

Queen Elizabeth'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.

Notable Strengths

- The vision for hope is understood by students and staff alike. This drives decision making and sustains the school community in times of challenge.
- Respectful relationships are evident throughout the school. As a result, classrooms are calm and purposeful places where young people flourish as they study.
- Hope for all to aspire and achieve underpins the way that the curriculum is designed and implemented. Creative pathways means that students can achieve in a range of different ways.
- Religious education (RE) is a priority subject in this school. The curriculum is carefully sequenced and overtime students develop a secure understanding of a range of faiths and worldviews. As a result, they are prepared for life beyond their locality.
- Community is celebrated in the daily acts of collective worship (DACW) which are meticulously planned. Students and staff across this large school develop spiritually as they consider the teachings of the Bible and the way these could apply to their lives.

Development Points

- Extend the range and variety opportunities for students to engage with personal reflection. This is to enable deeper spiritual flourishing.
- Ensure that students develop a more thorough understanding of justice. This to enable them to advocate for equity as they move into adulthood.



Inspection Findings

Vision and Leadership

Hope is woven into the life of the school. Staff and students understand the story of Job in the Bible as an example of hope when life gets tough. The school values of respect, resilience and perseverance are used well to expand this understanding. This clear and shared approach roots the school community in hope and is a sure foundation in times of challenge. Adults and students alike rightly recognise the effective impact of the vision and the selected values on their lives. Those responsible for governance use monitoring to check that the vision is having the impact that they intended. The subsequent evaluation process enables leaders to make bold decisions about the next steps for the school. For example, the development of the 'success centre' that supports some students with additional needs to thrive in their education. The vision of the trust for 'everyone to flourish in our communities and beyond' aligns closely with the vision of the school. This means there is a shared purpose across the organisation.

Vision and Curriculum

At Queen Elizabeths' hope is an aspiration for students to succeed regardless of their starting points. As a result, the curriculum has been completely redesigned to enable students to gain deep and broad knowledge in Year 9. This leads into carefully thought-out pathways in Years 10 to 13. Leaders have prioritised maintaining a wide range of subjects and types of qualifications so that students with a variety of interests and abilities flourish. Regular reviews of subject areas and discussions with groups of students help leaders to evaluate what is working well and what needs additional focus. For example, consideration of the wide range of extra-curricular opportunities led to the establishment of more clubs at lunchtime. This has widened the levels of student participation, especially for those who live a long way from Wimborne or who face additional challenges. Spiritual development is intrinsic to the curriculum. There is a common understanding of what spirituality is and this helps teachers to plan times in lessons to consider this aspect of life. For example, in science students consider the beauty of cell structures. At present, much of the opportunity to reflect takes place in discussion. This means that there are limited opportunities for self-reflection or contemplation.

Worship and Spirituality

The school value of community is at the heart of the well planned and delivered DACW. In recent years leaders have developed a simple and precise routine for each day of the week. Staff consider the Bible teaching in the Wednesday briefing. This allows them to have time for spiritual flourishing away from the rigours of their classroom role. Leaders make sure that staff are well trained and supported to deliver the sessions. Regular checks ensure that the approach is consistent across the school. This means students have equal opportunities to develop spiritually. Students enjoy being part of the planning team for DACW and flourish as they meet to study the Bible. The school is very well supported by the staff of both the Minster church and the wider Christian community in Wimborne. Chaplains and clergy lead worship regularly. The annual services of welcome and for Christmas reinforce the links with the church that was so key to the foundation of the school in 1497.

Vision and School Culture

Respectful relationships are modelled by staff and demonstrated by students across the school. Students enjoy being greeted at the door of each classroom as it shows them that they are valued and respected. As one student said 'it makes you feel connected with the teacher and the class'. Staff are well supported by leaders who value their contributions to the life of the school. Regular 'shoutouts' celebrate the contributions of staff. These, alongside the culture of careful listening to the ideas of staff, enable trusting professional relationships to grow. Leaders make sure that those students who are vulnerable are well supported as they journey through school. Staff take time to build effective relationships with the students and their families. This enables honest



communication and helps students to achieve their personal goals. For some, this starts with improving attendance. The recent introduction of 'soft landing' enables these students to start the day slightly differently. Evaluation of this initiative shows that these students flourish as they take part in school life more fully. Staff have established clear expectations for the way respect is shown in classrooms and corridors. Students know that listening to others as they answer questions or share opinions demonstrates the values in action. As a result of this relentless focus, students flourish as they work and socialise in a calm and friendly environment.

Vision, Justice and Responsibility

Students have a clear understanding that alongside their individual rights, they have responsibilities to themselves, each other and the wider community. Staff make sure that there are a range of opportunities to put this knowledge into practice. The student council has over 80 members and meets every three weeks. The result of these sessions feed into the senior leadership meetings. The 'you asked and we did' sheets are popular indicators of the impact of this forum. Students work alongside charities within the town and notably the Minster, to raise money for and awareness of key issues. Leaders have carefully mapped where students encounter themes of justice within the curriculum. These vary from the wide range of writing that is studied in English to issues of climate change in geography. Whilst the students can explain some elements of injustice, their understanding of justice is more limited. Staff are responsive to current trends and news stories. A recent outside speaker has had a big impact on the way students regard the 'manosphere' and their role in promoting positive language.

Religious Education

RE is at the heart of the curriculum at Queen Elizabeth's. Through all year groups students study a well-thought-out programme of study that equips them for life in modern Britain. Leaders make sure that themes, religions and non-religious worldviews are revisited as the years progress. This means students encounter a diverse range of views and perspectives. Christianity as a global faith is studied in appropriate depth. Students welcome the opportunity to consider how some Christians in Uganda apply their understanding of that faith to their everyday lives. With the support of the trust and diocese, leaders make sure that staff are well trained to teach the subject. The use of shared resources means that staff are well supported and students receive an equitable education. Leaders make sure that the plans are implemented consistently. Students enjoy the opportunities to discuss their ideas in a safe and respectful classroom environment.

Information

Address	Blandford Road, Wimborne, BH21 4DT		
Date	10 July 2026	URN	141526
Type of school	Academy	No. of students	1460
Diocese	Salisbury		
MAT	Initio Learning Trust		
MAT Chair	Deborah Fleming		
Headteacher	Thomas Neill		
Chair of Governors	Trevor Hartin		
Inspector	Lizzie Jeanes		