

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Spetisbury (Hall and Sloper) Church of England Primary School

<b>Address</b>	Spetisbury, Blandford Forum, Dorset, DT11 9DF		
<b>Date of inspection</b>	23 May 2019	<b>Status of school</b>	VA primary academy inspected as VA. Blandford Education Trust.
<b>Diocese</b>	Salisbury	<b>URN</b>	141061

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

#### School context

Spetisbury (Hall and Sloper) is a Church of England voluntary aided primary school with 157 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national average. The proportion of pupils who have special educational needs or disabilities is lower than the national average. The headteacher took up post in September 2018. The school is a member of the Blandford Education Trust. There are three schools in the trust, all of them being church schools. At present pupils are taught in a mix of single aged and mixed aged classes.

#### The school's Christian vision

'Growing and maturing in our learning journey'

This statement is at the heart of our school and a statement for all within it. We are committed to supporting all our families and promoting outstanding teaching and learning alongside personal and spiritual growth. This is a journey in partnership with God and our Christian teaching.

'They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up. They succeed in everything they do' (Psalms 1:3)

#### Key findings

- Spetisbury's recently revised vision is successfully capturing its deeply embedded school ethos of love, care, acceptance and mutual respect.
- The passionate leadership of the headteacher, strongly supported by dedicated governors and a committed staff, has created a Christian community where all members can flourish.
- Religious education (RE) is well led and carefully monitored, meaning that pupils are developing a good understanding of Christian beliefs and world religions.
- Collective worship is an area of strength. Pupils have varied opportunities to reflect on the school's vision and associated values, understanding how they can positively impact on their daily lives.

#### Areas for development

- The revised Christian vision needs to continue its journey of being woven into the fabric of the school so policies and procedures increasingly reflect its influence on leaders' decision making.
- Deepen pupils' understanding of worship by providing more frequent opportunities for them to plan, deliver and evaluate this important part of each day.
- Leaders to support the embedding of the recently introduced Understanding Christianity teaching materials to deepen pupils' knowledge and understanding around the themes being studied.

## **How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?**

### **Inspection findings**

Spetisbury's recently reviewed Christian vision is deeply rooted within biblical teaching and well understood by its community. It is underpinned by six Christian values. The 'Marvellous Me' and 'Leaf' award systems recognise pupil behaviour that reflects these values, thus reinforcing their positive message. The school works with other schools in the Blandford Education Trust, meeting regularly to mutually support and challenge each other. This strengthens church school development. The vision is at the heart of key decision making, supporting leaders when difficult choices have to be made.

The headteacher's deep commitment to the school's Christian ethos significantly influences his leadership style and ambitious plans for church school development. Leaders have created a caring, nurturing school where all members can flourish. Leadership monitoring is in place to further the school's journey as a distinctively Christian school. Leaders ensure they also include feedback from pupils and parents when prioritising future actions. The revised Christian vision is currently in the process of being woven into the fabric of the school and its influence on leaders' decision making is becoming deeper. Governors have a significant presence, supporting many school activities, including worship. This active and regular participation gives them many opportunities to see the impact of the school's provision on pupil behaviour and learning. A close partnership with the diocese allows the school to regularly access high quality professional development and advice.

School leaders have a strong belief that all pupils can achieve success when they learn within a caring environment that encourages excellence as a reachable goal. 'Aspiration' days have allowed pupils to meet inspirational role models, some having had to overcome significant obstacles on their way to success. Pupils understand that aspiration is something you have to work for. Leaders are deeply committed to Spetisbury's pupils achieving well socially, emotionally and academically. The broad, engaging curriculum, where pupils are supported and challenged, is ensuring they have their best chances for achievement. Christian values provide an understandable framework for supporting positive behaviour both inside and outside of the classrooms. Pupils with particular educational needs have highly individualised provision that allows them to experience success. Academic attainment and progress are in line with nationally expected standards.

RE learning is ensuring pupils have a growing knowledge and understanding of world religions including an ability to appreciate faith similarities as well as differences. They can clearly explain why respect should be shown to all religions, saying faith is very important to those who believe, no matter what faith it is. RE and collective worship both link closely to the school's Christian vision and values.

Pupils are confident and articulate when explaining how they apply the Christian values to their lives. One pupil explained, 'Jesus is important, he helps me to be a good friend.' They are given opportunities to learn about lives different to their own and this has led to them supporting a variety of charities. Leaders ensure pupils have an understanding of their charity work's impact, such as the personal 'thank you' video from the Gambian health centre. This was sent to the younger pupils for their 'hand washing' posters. As part of their charity work for Origin Africa pupils took part in a two-mile walk, this representing how far the African children have to walk each day to reach clean water.

The school's building and grounds are lovingly maintained, providing a very attractive learning environment. The school pets are also included as valued members of the school's family and the pupils responsibly care for them. This beautiful setting encourages pupils' sense of awe and wonder, including their considered actions regarding environmental concerns. The Blandford 'clean-up' campaign was initiated by Spetisbury's older pupils. They managed to get the support of thirty volunteers, successfully collecting fifty bags of rubbish from their local area. One of the pupils commented, 'Although the contents were pretty horrible, we are all glad that we did it.' Spetisbury's pupils were very proud to win the Blandford Christmas tree competition where the angel decorations were made from recycled tin cans, this being linked to their work on global warming.

The school's church is currently in an interregnum period, however, partnerships with other clergy and church members have ensured that the church's presence within the school has been maintained and developed. For example, a whole school worship takes place in the church each week. The headteacher and RE leader have also both been involved in Sunday church services. The school's leaders were thrilled to be involved in the recruitment day for appointing the new vicar, placing the school at the heart of the process. This involvement allowed candidates to appreciate the significant importance of the church school partnership. The school now looks forward to welcoming their new vicar into the school's community.

Inspired by the school's vision and underpinned by the Christian values, collective worship and RE both offer space for reflection. This is enabling pupils to further develop their capacity to ask big questions. An example

being, 'Why did God make the world?' When seeking answers the pupils are encouraged to think deeper and wider, guided by teachers' skilled questioning. Pupils are used to situations where they don't all agree, however, they say this is fine and that all opinions should be respected.

Collective worship enables the whole school to join together to learn about God. Spontaneous prayer opportunities are given within worship and throughout the school day, with the numerous reflection spaces supporting this. Pupils say prayer helps them to, 'live our lives as God wants us to.' Pupils can reflect on Bible stories they have heard, understanding that lessons within the stories can guide their behaviour. They say they would like more frequent opportunities to plan and deliver worship as they particularly enjoy worships where they can participate.

Parents say the headteacher is a visible and approachable presence within the school. They appreciate the nurturing manner of all adults in the school and the prompt action taken when dealing with concerns. Families are given guidance and support with more difficult situations, saying they are overwhelmingly grateful for the compassionate care generously given by the school.



### **The effectiveness of RE is Good**

RE receives generous time allocations for training, monitoring and support, clearly evidencing the school's recognition of its importance in the curriculum. The RE leader has significant subject knowledge and he has used this to drive RE provision forward, an example being the introduction of the Understanding Christianity materials. His support is successfully allowing teachers to gain confidence with their RE teaching. RE assessment is providing valuable information that is used to guide future planning. Regular RE leader meetings with other Blandford Education Trust schools allow the sharing of ideas and good practice. Some of these have been introduced into Spetisbury's RE provision. Governors are monitoring the embedding of the recently introduced Understanding Christianity teaching materials. This informs their judgements regarding pupils' knowledge and understanding around the themes being studied.

Headteacher	Andrew Brown
Inspector's name and number	Lorraine Pugh 819