**National Society Statutory Inspection of Anglican and Methodist Schools Report**

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| **Shaftesbury Church of England Primary School**  Wincombe Lane  Shaftesbury  Dorset  SP7 8PZ  **Previous SIAMS grade: Not previously inspected as an academy**  **Current inspection grade: Good**  **Diocese:** Salisbury  Local authority: N/A  Dates of inspection: 21 April 2016  Date of last inspection: N/A  School’s unique reference number: 141810  Headteacher: Paul Lavis  Inspector’s name and number: David Hatrey 844 |
| **School context**  Shaftesbury Church of England Primary School is a large primary school with 413 children on roll. The numbers who receive pupil premium funding is in line with national averages, whilst those with English as an additional language are significantly below. The number of children who have special educational needs is above national averages. Since the last inspection the school has become part of a multi academy trust with other local primary schools and the secondary school for the area. |
| **The distinctiveness and effectiveness of Shaftesbury Church of England Primary School as a Church of England school are good.**   * The commitment and enthusiasm of the leadership team to raise aspirations and improve children’s progress. * Prayer is well taught and children are confident to use this in their lives. * The school’s Christian distinctiveness is reflected in support for those who have behavioural needs who make good progress and feel valued and secure. |
| **Areas to improve**   * Deepen the understanding of the school’s distinctive Christian values so that children readily articulate the difference that these have on their daily lives and achievements. * Ensure that acts of worship are inspirational so that children have a greater appreciation of how Christian teaching can have an impact on their own lives. * Build upon existing monitoring procedures by involving children in the evaluation of the impact that the Christian ethos has for the whole school community. |

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| **The school, through its distinctive Christian character, is good at meeting the needs of all learners.**  The school’s Christian character is good at meeting the needs of all learners because Christian values have been firmly placed at the centre of school life. All members of the school’s community were involved in agreeing distinct Christian values so that there is a shared ownership. Courage, koinonia, creation, friendship and respect have become established. Children’s understanding of these values deepens as they move through the school. They are woven into daily life through teaching across the whole curriculum. Children’s comments and work indicate that they have a good understanding of how these values are lived out in everyday life. Children are beginning to explain how these values are also influencing their thinking. However, children are not always secure in recognising that these values come from Jesus’ teaching. The school has very effectively used the core values to address behaviour issues and instances of disruptive behaviour have dropped significantly. When asked why a church school might be different, children were adamant that this was because they treated others with respect, with some adding that they were all special to God. Staff model these values in their relationships with children. Children confirmed that there was little bullying and if there was any name calling these were swiftly dealt with. The school has been active in raising aspirations and developing good attitudes to learning. This was clear from children’s comments about wanting to be the best they can. Work by the school in raising aspirations has been recognised by a national body as being excellent. Opportunities for reflection are built into all curriculum areas. For example, they have time to consider what they have been learning as well as thinking about instances of awe and wonder. Children understand the importance of these times and how useful these are when they are worried because they help them to overcome problems. Good questioning in religious education (RE) engages children in their learning and helps them make links between the values and daily life. A good understanding of world faiths was evident with children showing tolerance for those with different views. Moral questions raised by children challenge their ideas and encourage them to wrestle with their thoughts on a variety of issues. Introducing a new RE programme, Discovery RE, has provided a progression of experiences for older children with greater opportunities for reflection. |
| **The impact of collective worship on the school community is good.**  The impact of collective worship on the community is good because it is a special occasion for all to share with God and an important part of the daily life of the school. It is made distinctive by using Christian symbols, music and pictures. Detailed planning for worship skilfully weaves together values and biblical material. Specific aims for each week guide leaders, with other resources enabling staff to follow up worship teaching in class. New themes have been introduced in response to previous worship evaluations. A variety of leaders and styles broadens the children’s understanding of worship. Children enjoy worship due to a strong emphasis on the visual. Messages heard in worship are relevant to children because teaching starts from their own experiences. Attitudes towards worship are positive and children are eager to contribute in various ways. They have a good understanding of the nature of prayer and are confident to use this, for example when they are worried. The youngest children know how to express their thanks for the world and the good things in life through prayers. This is built upon and older children pray about wider world issues and other people. Staff model spontaneous prayer and children use this effectively. Children’s fund raising activities are often in response to issues raised in prayer. Worship draws upon biblical material so that children are developing an understanding of Jesus’s teaching and His significance in Christian worship. However, only some children understood that they could use the teaching given in worship in their own lives. Children, with some staff support, plan and lead worship for themselves, enabling them to understand the importance of a clear message and opportunities for reflection. Each day some children are asked whether the message in worship is clear, results are collated and inform future planning. Children and the governors’ foundation committee monitor worship and this has led to improvements in the delivery of worship. Notably, the move to a weekly class based celebration, where themes are made relevant to particular year groups with longer times for reflection, has allowed themes to be more closely tailored to the needs of children. |
| **The effectiveness of the leadership and management of the school as a church school is good.**  The headteacher has effectively led the school through challenging times. The new leadership team has taken the school forward in raising aspirations and children’s achievements. The leadership team have a clear vision for the school as a church school firmly grounded in Christian values. They clearly articulate their mission to work with the children God gives them, to enable them to be the children God wants them to be and meet their needs whatever they are. The school has improved its Christian distinctiveness since the previous report. An example of this is support for children who have behavioural issues. The nurture provided for these children has a distinct impact on their lives, they feel valued and secure. Behaviour across the school is generally good or better. Children are developing good attitudes towards learning and want to be successful. The school is pro-active in working with parents by supporting them in raising the aspirations which they and the children have. A diverse range of children’s needs are met by the school. Robust systems of monitoring are effective in evaluating progress with actions put in place to meet the needs of children. Performance data suggests that progress made by children from their starting points is good and can be better, particularly for disadvantaged children. Valuable expertise has been gained from being part of a multi academy trust which has helped the school raise standards. At the same time the school offers good practice to other schools in raising aspirations as well as the use of its Christian values. Support from the diocese has helped the school address areas for improvement through well focused training. Monitoring undertaken by the foundation committee evaluates the school’s Christian distinctiveness which has led to Christian values being reviewed and the progress of disadvantaged children being carefully monitored. Whilst these are informative, children are not involved in this process, so the precise impact of the provision for the children is not fully understood. Contributions made by the church make a positive impact on children’s lives The new rector has a strong role on the board of the multi academy trust. Her team celebrate Christian festivals in school due to the small size of the parish church. Church members hear individual children read on a weekly basis and lead the popular after school Lighthouse club. Parents believe that the school is working with them to enable their children to do their best and be successful, recognising the good relationship established. The school has created a warm, inclusive family where all feel they are valued for who they are. The school meets the statutory requirements for RE and collective worship. |

SIAMS report April 2016 Shaftesbury CE Primary School Shaftesbury SP7 8PZ