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

|  |
| --- |
| **Shrewton Church of England Voluntary Controlled Primary School**Tanners LaneShrewton Wiltshire SP3 4JT**Previous inspection grade: Good****Current SIAMS grade: Satisfactory****Diocese: Salisbury**Local authority: WiltshireDate of inspection: 1 July 2016Date of last inspection: 9 June 2011School’s unique reference number: 126356Headteacher: Lynn TaylorInspector’s name and number: Andrew Rickett 201 |
| **School context**Shrewton is smaller than the average size rural primary school with 123 children on roll. They are arranged into five class groups. The large majority of children are of a white British heritage. They come from a wide catchment area including nearby military bases. The number of children with learning needs and/or disabilities is below the national average as is the number entitled to receive pupil premium. Overall attendance is above with the national average. Following a period of turbulence in leadership, the current headteacher was appointed in January 2016. There has also been a high turnover of staff. |
| **The distinctiveness and effectiveness of Shrewton as a Church of England school are satisfactory*** Children show kindness towards each other and understand the need to treat each other with respect.
* Collective worship has become more distinctively Christian with greater emphasis on Bible stories.
* The new headteacher’s commitment to developing the Christian ethos is helping to change the culture of the school.
 |
| **Areas to improve*** Develop children’s participation in and ownership of the development of the school’s Christian values and vision so that they lay the foundations for their personal growth and spirituality.
* Develop an understanding of how Christian values equip and enable children to deal with everyday experiences.
* Strengthen the involvement of all governors in the life of the school so that they are able to evaluate as a church school and to make a meaningful contribution to the development of the Christian distinctiveness.
 |
| **The school, through its distinctive Christian character, is satisfactory at meeting the needs of all learners** The new headteacher quickly grasped, since her appointment in January this year, that the school’s distinctive ethos needed to be reinvigorated and immediately set about restoring its place in the life of the school. A commendable effort has been made by her to lead the school community to bring about a change in the ethos and culture of the school. There is a growing openness among children and adults in school and greater trust in relationships. Christian values are being brought more explicitly to the forefront of the vision and these are making a positive difference to the quality of relationships. Children have always been kind and caring at the school but are now more encouraged to show this and are recognised when they do. Children are beginning to explore what Christian values mean to them and are acquiring a language to help them express their views and thoughts in greater depth. Some of this is at an early stage and has yet to make an impact on the children’s learning and academic progress which is not yet consistently good enough. Religious education (RE) makes a contribution to the children’s good understanding of knowing right from wrong and of moral and social issues. Consequently, they have strong opinions that everyone should be treated fairly regardless of background. A new scheme of work for RE is giving teachers greater confidence to deliver the subject. Children’s knowledge is good and they have some opportunities to apply it in lessons. There is a lack of consistency in the level of challenge in RE lessons and children don’t always make the progress that they are capable of. However, when children are challenged, they respond well with comments that are of considerable depth and quality. The school has yet to develop a secure understanding of spirituality that is shared and understood by adults. There are times in the school day for children to reflect and there are opportunities for them to respond to their experiences in creative ways. These are not yet fully developed or identified in the wider curriculum.  |
| **The impact of collective worship on the school community is satisfactory**Older children in particular appreciate that since January 2016 collective worship now has given them opportunities to hear stories from the Bible and learn about Christian values. They say that ‘the words weren’t valued as much as they are now with the new headteacher’ who has placed far greater emphasis on the Christian story to underpin worship in the school. Children say they missed it when worship no longer included Bible stories and values and are glad they are back. The reintroduction of the use of the ‘values tree’ has provided a focal point to remind children of the values that they learn. Currently worship planning revolves round eighteen Christian values delivered over a three year programme. Children can remember the most recent values, such as the current focus on humility. Older children especially remember other values such as truthfulness and honesty. The reintroduction of a worship programme based on biblical values has yet to be embedded and its impact has not been fully realised throughout the school community. Opportunities for children to reflect and pray throughout the school day have improved. The introduction of a prayer area in the entrance hall has proved very popular with children who gain real comfort from writing their own thoughts and adding them to the prayer box. A recent day spent exploring the Lord’s Prayer through a series of five workshops was, according to children, ‘more fun than you would think!’ They explained how they have a better understanding of the Prayer and say it in a different way. Children explain how they have been shown how to use beads to help them remember the promises they have made so that they can keep them. The children’s appreciation of the concept of the Trinity is at an early stage of development. They have some understanding of God as Father and Jesus the Son who came down to us. They find it harder to articulate how God can help in their everyday lives. Children have some opportunities to plan and lead collective worship and have been asked for their views in feedback from discussions with the vicar and foundation governor. The headteacher has also introduced formal process of evaluation of worship which is completed weekly by children. These systems are still at a relatively early stage in their implementation and their impact not yet known. |
| **The effectiveness of the leadership and management of the school as a church school are satisfactory**Since the appointment of the headteacher in January 2016, the ethos and culture of the school is being transformed. She is restoring the Christian ethos and this is already making a difference to the lives of children and adults in the school community. For example, children recognise that acts of worship ‘are now as they should be’ because they teach them about Christian values that help them to learn ‘how to be better people’. There is a growing belief that every child and adult matters and will be treated with dignity and respect. This transformation is happening because the headteacher models how she expects people to relate to each other and does so with kindness but also a determination that the lives of children in the school come first. Furthermore, the headteacher’s integrity and honesty has enabled the school to have a realistic view of its self-evaluation which has identified its strengths and areas that need improvement as a church school. She has a very clear grasp of what the school needs to do to improve academically and pastorally. The many initiatives that she has introduced, or re-introduced, are still at an early stage of development and their impact has yet to be fully realised. Governors have realised that their contribution to the life of the school needs to increase and that they all need a greater commitment so that they can play a meaningful role in monitoring and challenging the school’s leadership. In particular, all governors have yet to acquire a shared understanding of what it means to be a church school. The RE leader is acquiring a fresh confidence to develop the subject and has a good understanding of the contribution it can make to the children’s growing spirituality. In particular, she has a growing excitement towards RE as she becomes more aware of the innovative ways that it can be delivered. The vicar makes an important contribution to the life of the school and has a very clear grasp of its strengths and what needs to be done to develop the Christian ethos and improve the children’s academic performance and personal development. She is proactive in her role and, through acts of worship and as a parent, is well known to the whole school community. Links with the local church are strong and are recognised by children and adults to be an important part of what makes them a church school. Meaningful links include the sharing of prayers and ensuring that the songs sung at the Family Service reflect the ones that children sing in school. Parents say that the school gives their children opportunities to talk about and explore questions of faith and belief and they do so with interest and confidence. The school meets the statutory requirements for RE and collective worship. |

SIAMS report July 2016 Shrewton CE VC Primary Shrewton SP3 4JT