

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Chapmanslade Church of England Voluntary Aided Primary School	
High Street Chapmanslade Wiltshire BA13 4AN	
Current SIAMS inspection grade	Good
Diocese	Salisbury
Previous SIAS inspection grade	Outstanding
Local authority	Wiltshire
Date of inspection	23 March 2017
Date of last inspection	9 January 2012
Type of school and unique reference number	126396
Headteacher	Frances Chapman
Inspector's name and number	Marcia Headon 761

School context

Chapmanslade is a small rural primary school with 117 pupils on roll. It serves a catchment area of the village and nearby settlements. A number of pupils come from the towns of Westbury and Warminster. Nearly all are of White British heritage. The proportion for whom there is extra funding due to social disadvantage is well below the national average, as is the percentage with special educational needs. A new headteacher was appointed in September 2015.

The distinctiveness and effectiveness of Chapmanslade as a Church of England school are good

- Pupils show a good understanding of the school's three core Christian values of the school and how they affect their lives.
- Religious education (RE) makes a valuable contribution to the moral, social and cultural development of pupils.
- Prayer is important in the life of the school and pupils understand its purpose and meaning.

Areas to improve

- Agree and embed a clearly understood definition of spirituality which enables the school to map opportunities for spiritual reflection across the curriculum.
- Involve pupils in planning and leading collective worship so they develop a greater understanding of the themes and their impact on their lives.

The school, through its distinctive Christian character, is good

at meeting the needs of all learners

The school's three explicitly Christian values of hope, love and trust are well known by pupils. Through collective worship and religious education (RE) they understand how they link to Bible stories. They consider that trust is central to the life of the school as, 'we trust our teachers to help us learn and to be better people'. They explain that trust means you can make a mistake in your work or give the wrong answer and teachers will not be cross but will help you learn from it. The school is a happy place and pupils are clearly gaining in confidence as a result of trusting adults and one another. They translate love as meaning respecting people and showing tolerance and explain that, whether you have faith or no faith, have a disability or need extra help, they treat everyone alike. There is a strong sense of community in the school. Older pupils routinely go to help younger ones read and they look after one another in the playground. Other Christian values also influence the work of the school. A theme for collective worship was the value of courage linked to work on the bravery of soldiers in the First World War. Pupils acknowledged that bravery comes in all forms and can include trying something about which you were afraid. The school's core learning values of participation, determination and success, along with its three explicitly Christian values, support learning. Progress has been made in improving the quality of writing. Behaviour in the school is good as a result with the influence of the values helping to settle any disputes quickly by encouraging pupils to reflect on the Christian value of forgiveness. Relationships between pupils and adults are good. Staff model the values and as one parent said, 'always go the extra mile to help so you feel confident leaving your child'. They consider it their duty to offer extra help to families in need and as a result attendance in the school has improved although persistent absence for a minority of children remains an issue. Although pupils are encouraged to reflect on questions of meaning and faith, and teachers talk of the spiritual journey as being individual, there is no shared definition of spirituality in the school. The wonders of nature are considered in the lower years and although teachers take some opportunities within the curriculum to explore spirituality there is no planned approach or common language which help pupils with their spiritual growth. The values of the school contribute well to moral, social and cultural education. Hope is seen in the context of the creation of a better future and the need to help others less fortunate. Charity events are well supported by the school. While pupils display understanding of different cultures through their work in RE, they show less understanding of Christianity as a multi-cultural, worldwide religion.

The impact of collective worship on the school community is good

Pupils enjoy attending collective worship. Younger ones like listening to Bible stories and meeting together as a school, while older ones appreciate the chance to talk quietly to God as well as feeling they are a part of a community. Themes for collective worship are based on Christian values which are illustrated through Bible and other stories. However, pupils do not always make the connection in how the stories are relevant to their own lives. The atmosphere which is created for collective worship encourages quietness and reflection. The use of candles, dimmed lighting and sacred music played on entry means that worship begins with a time of stillness. They join enthusiastically in singing hymns and the use of the Christian greeting 'Come to us with light of God, be with us this day', fosters a sense of reverence. Prayer is an integral part of worship and pupils show a developing understanding of the importance of prayer to Christians. They can explain the purpose of prayer and the different types of prayer which Christians use. They are adamant that God listens to all prayers but does not always answer them if he thinks what is being asked for is not right for you. They are asked in collective worship about the matters which should be prayed for. They sometimes have the opportunity to write their own prayers, but some classrooms have no areas for reflection where these could be placed. Collective worship is planned by the headteacher, which includes not only values but also important events in the church year. On one day a week, collective worship is led by the local rector or other members of the local church community. However, planning could be more effectively coordinated with members of this group, so that opportunities to extend and explore the themes from a different perspective are maximised. At Harvest, Christmas and Easter worship is held in the adjoining church and the school choir is an active participant in these. These events are well attended by parents. Pupils play relatively little part in planning and leading collective worship. Evaluation of collective worship is undertaken routinely by the headteacher, RE leader and governors but this does not always explore the impact of themes sufficiently. Termly, the school holds a 'spiritual space' event in the church where pupils, through a variety of activities, revisit the value which has been explored in collective worship. This contributes to their understanding of the theme; for example, creativity was re-considered through writing stories about the sea and nature. Older pupils are developing their understanding of the Trinity and, although the younger age group appreciate they light a three-wicked candle which represents Father, Son and Holy Spirit, they do not understand what this means.

The effectiveness of the religious education is good

Standards and achievement in religious education are good and are in line with outcomes for other subjects. Pupils

enjoy their lessons, show a positive attitude and make progress because of the careful planning and interesting variety of activities which they undertake. The quality of teaching is at least good, although the work is not always varied for the differing abilities of pupils with a class. Although questioning is often challenging, at times pupils find it too difficult to answer and this slows the pace of learning. Assessment is thorough, with progress tracked carefully. Moderation takes place across the classes and with a number of other schools. Teachers give detailed feedback on work, which helps pupils to improve or guides them to think more deeply about a topic. Religious education is helping to develop their understanding of questions of faith and belief and contributes well to their moral, social and cultural development. Through their developing understanding of other faiths, some are able to make links across religions, comparing similarities and differences, such as the significance of light. Teaching in RE is linked to the values of the school and to wider Christian values. In a key stage 1 lesson the reasons for Jesus choosing a donkey on which to ride into Jerusalem were discussed and the pupils decided it was because the donkey was a trustworthy animal and Jesus was showing how important trust was as a value. They have a good knowledge of Bible stories and in both Year R/1 and Year 5/6 classes children could recall the events of Easter week well. The RE leader has enhanced the use of Discovery RE by the recent introduction of a theme from Understanding Christianity. The study of the concept of salvation meant that Year 6 approached the reasons for the crucifixion with a much deeper understanding of the Resurrection and hence were able to ask more thoughtful and insightful questions. The RE leader is highly enthusiastic and committed to developing the quality of RE in the school. She has a good knowledge of the strengths and weaknesses in RE, which she has identified by careful monitoring of work, checking assessments and analysing displays. However, she has not had the opportunity formally to observe colleagues teaching. She attends regular training and network meetings at the Diocese. She has good subject knowledge and is clear on the actions needed to develop the subject further.

The effectiveness of the leadership and management of the school as a church school is good

The headteacher has a clear vision for the school that, since life is a precious gift from God, we should make the very best of ourselves that we can. She articulates this as being fulfilled by raising standards, encouraging greater participation in school life and doing the best for pupils. Since her appointment, pupils are more willing to answer in class and to try new things which she attributes to the increased emphasis upon the Christian values of trust, love and hope and the school's core learning values. Other members of staff confirm this view and share the aims of the school. These are articulated in the mission statement which has recently been reviewed; the school website is under review. The greeting prayer used in collective worship is to be added to the school website to emphasise the Christian foundation of the school. Since the previous inspection, the school has made good progress in addressing areas for development. It has placed a high priority on professional development for staff and church school leadership is being developed well. Within the school improvement plan there is no reference to developing the church school distinctiveness, although governors have a separate action plan incorporating it. Foundation governors are fully committed to the school and make a valuable contribution to its work. They ask challenging questions of the headteacher and monitor the work of the school closely. Following a period when there was no ex-officio governor, the vicar has now joined the governing body. She provides support to the school in leading collective worship and meeting with the RE leader. The local church is used by the school for events such as the 'spiritual space' and worship at festivals and the contribution of church members to collective worship is valued by the school. The school has good links with the Diocese and benefits from its training and advice. Parents are largely supportive of the school and consider that the Christian values help to create a caring and nurturing atmosphere. The school meets statutory requirements for collective worship and RE.

SIAMS report March 2017 Chapmanslade Primary School Chapmanslade BA13 4AN