

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Winterslow Church of England Voluntary Aided Primary School	
Winterslow, Salisbury, Wiltshire. SP5 1RD	
Current SIAMS inspection grade	Good
Diocese	Salisbury
Previous SIAMS inspection grade	Good
Local authority	Wiltshire
Date of inspection	24 May 2017
Date of last inspection	12 June 2012
Type of school and unique reference number	Primary 126420
Headteacher	Rebecca Bone
Inspector's name and number	Rev David Hatrey 844

School context

Winterslow Voluntary Aided Primary is a smaller than average school. Most children are from a White British background. The number of children who are entitled to pupil premium funding, who have English as an additional language or who have special educational needs are below national averages. Since the last inspection a new headteacher has been appointed.

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

- Children have a good understanding of Christianity as a multi cultural faith through their strong links with a Ugandan church school.
- The children's collective worship team is making a greater contribution to monitoring and leading worship and their ideas are steadily being implemented.
- The leadership team is ambitious, raising the importance of being a church school ensuring religious education and collective worship has a high profile.
- The religious education (RE) subject leader has a good level of expertise enabling staff to raise the quality of teaching and learning.

Areas to improve

- Enable children to recognise and articulate the distinctively Christian characteristics of the school's values and the significant impact they have on daily lives.
- Establish an effective system for monitoring and evaluation of the Christian distinctiveness and all aspects of being a Church school, which involves all members of the school community, leading to regular improvements.
- Create a more detailed collective worship plan which explores different aspects of the Christian value being explored which deepens children's understanding of them.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The leadership have worked hard to ensure that Christian values are placed in the centre of school life. All members of the school community were involved in reviewing these in 2014, determining which reflected them, enabling children to feel that they have ownership. Four Christian values were identified: thankfulness, responsibility, trust and passion. Children have a good understanding of these. They talk confidently about them and explain what they look like in daily life, giving examples of where they use these in everyday situations and particularly how they support learning. For example, they talk about having passion in their work which gives them the belief they can be successful, as well as having perseverance to continue with challenging tasks. Older children are beginning to appreciate the Christian distinctiveness of these values as opposed to more general values. They are linking values to Biblical stories which bring out their meaning, seeking to explain how the value is evident in each. Children show some understanding of the difference Christian values make to their lives and how they shape the school community and Christian ethos. Staff model core values in their relationships with both children and parents and encourage them to recognise each as an important member of the community, treating them with care and respect. This makes a valuable contribution to the standard of behaviour and the depth and quality of relationships which are a particular strength of the school. This is evident in the way older children nurture younger peers through the buddy system. Children work thoughtfully together and celebrate each other's successes. At present however not all children are confident to attribute the quality of their behaviour to the Christian character of the school. Children do well in their learning with most groups making good progress to attain standards which are at least in line with national expectations. The school's Christian culture positively promotes the development of children's spirituality. The introduction of a framework for this, based upon 'Windows, Mirrors and Doors' in 2015, has enabled children to explore their ideas in a structured way. Children have weekly opportunities to reflect on a value, a biblical verse or challenging quote, enabling them to explore and respond to its meaning for them. Religious education theme days provide some high quality experiences each term in which children experience a variety of ideas where they are increasingly able to respond in more creative ways. Their responses are beginning to show a greater depth of ideas and understanding. Children have a good understanding of Christianity as a multi-cultural faith through their link with a Ugandan church school. Staff visits, visitors and becoming penfriends has enabled children to appreciate how other children celebrate their faith in different ways and the way that culture influences this. Children are able to talk about this in some depth and insight. Through RE children's awareness of other major world faiths is developed. Visitors help children understand why and how they celebrate their faith in different ways with children recognising similarities as well as informing their own understanding of their beliefs. This has supported the children to show tolerance and respect for those who hold different views to their own.

The impact of collective worship on the school community is good.

The creation of a children's collective worship team in 2015 has been influential in making improvements to worship so that it is more relevant and meaningful. Two members from each class are on the team who actively seek the ideas of peers regarding how worship can be developed. Each week members evaluate an act of worship recording ideas and forward these to the termly meetings for discussion. As a result, changes have made worship more interactive. A children's survey shows that they appreciate being able to participate in dramas and using response partners to share ideas. New songs have been added which have actions linked to them which they enjoy. The team lead worship once a term and develop their own ideas, presenting them in their own way which they value. The Christmas service was written and prepared by these children so that the story was told in a different way which engaged everyone as they journeyed from school to church and leading the worship there. Class teachers recently recognised that younger children could not recall their Christian values, so a cross has been devised with the values on and are reinforcing this. Children have a good understanding of seasons in the church's year and the main Christian festivals. They can talk about these in some detail and explain their significance for Christians. The school created a visual calendar to remind them. Children appreciate that worship is a special time for all to share with God and a time they value during the day. Many children feel that worship does help them in their daily lives and provides moments of peace within a reflective atmosphere. The planning for collective worship is a three year rolling programme which focuses upon two of the core values each term linked to seasons and Christian festivals. There are termly plans, with leaders deciding week by week how the value is explored. However, there are no detailed weekly plans which mean opportunities are lost to examine different aspects in depth or in a progressive way over the course of the term. Leaders draw upon biblical material for worship which has enabled children to develop knowledge of Jesus and His teaching. The vicar leads worship every week and has helped children to develop an understanding of the Trinity. Prayer is generally well taught, with opportunities for children to express their ideas to God which they see as a natural part of life. They begin by writing thank you prayers and move on to consider the needs of others as well as the need to say sorry or to make a request. The prayers of older children show a growing maturity and depth of thought. The school has almost completed another outdoor reflection area in addition to class spaces. Children find these areas valuable and supportive. Monitoring is undertaken by children and senior staff and used to develop worship. Whilst governors monitor, their visits are less focused and there has been

limited change as a result.

The effectiveness of the religious education is good.

Religious education has a high profile in the life of the school and makes a good contribution towards the school's Christian distinctiveness. The knowledge and enthusiasm of the subject leader has been influential in raising the profile of RE and making positive improvements. Planning is much more detailed with clear learning objectives and guidance. Lesson observations and feedback have enhanced staff knowledge and skills which has made an impact on their teaching. New assessment approaches are in place addressing a target from the previous inspection. This has used the framework from 'Windows, Mirrors and Doors' with which children are familiar. This provides staff with accurate information about children's understanding which informs planning and enables teaching to address gaps in knowledge and raise attainment. The introduction of floor books has enabled work to be recorded which captures their ideas and understanding through pictures, photographs and annotations. These books help staff assess each child's achievement whilst allowing them to record their work in different ways which children enjoy. There are good opportunities to learn about other faiths through visitors who bring their faith to life and with whom children can question. New approaches to teaching are linked to the school's creative curriculum. Children are encouraged to share their beliefs on various issues and are confident to verbalise these knowing their thoughts will be valued in the safe atmosphere created. New ideas are evaluated and children shape their beliefs in the light of this. Children are increasingly recognising that RE can make a contribution to their daily lives and value the chance to contribute ideas and reason through these. New theme days each term support these opportunities where values or a philosophical question are explored highlighting their importance. Achievement is at least in line with expectations for their age for the majority of children. Scrutiny of children's work indicates that the quality of work is comparable with other core subjects. Teaching and learning is good and in some instances better. Children respond eagerly to drama in learning and respond well to challenging questions. Some children are encouraged to use the higher order thinking skills working collaboratively in groups to extend their thinking. There are some examples of marking which extend thinking by posing individual questions to deepen their thinking and provides indications of how they can raise the quality of their work. Whilst RE makes a good contribution to the school's Christian distinctiveness, opportunities to deepen their understanding of core Christian values are not always taken. The subject leader supports governor monitoring, with reports of progress towards identified plans. They work well together to raise the importance of the subject.

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

A dedicated and conscientious staff team work well. They are ambitious and have a strong commitment to the work of being a church school. A new vision has been agreed, 'Discover, Explore, Sparkle.' Children talk enthusiastically about sparkling, linking this to the gems, which are learning skills and attitudes the school has introduced. Older children champion these, with staff supporting children to recognise how particular gems enable them to make good progress. They readily use the language associated with gems, recognising how the school wants them to be successful. Whilst leaders articulate the Christian aspect of the vision through exploring faith, this is not fully understood or articulated by the children. The school's Christian distinctiveness is apparent in the support for disadvantaged children, the welcome given to all and the quality of relationships within the community. Monitoring and evaluation of pupil progress is systematically undertaken for each child, with individual actions implemented to meet particular needs. There has been a good emphasis on developing quality first teaching and narrowing the attainment gap for disadvantaged children. Governors are aware of strengths and areas to develop and support this. However, the monitoring of the work of being a church school is not as rigorously completed. There have been no recent evaluations of the school's Christian distinctiveness and the impact this has on the children. Neither are governors fully aware of the impact of the provision for spirituality or prayer for example. Therefore, this has not led to ongoing initiatives to raise the impact of these further. An established Christian ethos committee meets termly and receives reports regarding the impact of RE and now collective worship. The school is re-invigorating its relationship with the diocese and is again drawing upon their expertise, notably the 'Understanding Christianity' project. The school supports neighbouring schools in the Salisbury Learning Alliance, offering expertise in a number of areas whilst leading support for teacher training. Strong relationships with the local church are mutually beneficial, with the vicar supporting worship and teaching in addition to significant contributions to governance. They take their roles seriously, providing Bibles and exploring with children how they can be used. Parents celebrate the work of the school and highlight the caring attitude and openness of staff. The community supports the school, which has a prominent place at the centre of village life. The school meets the statutory requirements for RE and collective worship.