

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Stoborough Church of England VA primary school.

Corfe Road, Stoborough, Wareham. Dorset BH20 5AD

Current SIAMS inspection grade	Outstanding
Diocese	Salisbury
Previous SIAMS inspection grade	Outstanding
Local authority	Dorset
Date of inspection	13 July 2017
Date of last inspection	6 July 2012
Type of school and unique reference number	113753
Headteacher	Deborah Corbin
Inspector's name and number	Lorraine Pugh 819

School context

Stoborough is a smaller than average Church of England primary school with 202 children on roll. The school serves its community just outside the town of Wareham. However, a significant number come from outside of the school's designated catchment area. Children are predominantly from White British backgrounds. The proportion of children eligible for free school meals and the pupil premium grant is below the national average. The number of children receiving extra support for special educational needs is above the national average. The headteacher has been in post for five years. The school is popular within the area and oversubscribed for some age groups. Since the previous inspection the school has grown from a First school to a Primary. The teaching is organised into one class per year group.

The distinctiveness and effectiveness of Stoborough Church of England Primary as a Church of England school are outstanding.

- The school's leadership, strongly led by the committed headteacher, is highly effective in promoting a Christian community that enables all learners to have a secure understanding of Christian values and how these influence our lives.
- There are clear links between the school's Christian values, collective worship and religious education, each having Jesus and the teachings of the Bible as their focus.
- Pupils are encouraged and supported extremely well in striving to give their best effort at all times and their achievements are celebrated within the whole school community.

Areas to improve

- Ensure that strategic leadership capacity is strengthened, so that that any future organisational changes will not adversely impact on the school's outstanding Christian distinctiveness and effectiveness.
- Actively seeking collaborative partnerships with other schools and organisations to facilitate the sharing of high quality practice and give opportunities to discuss possible development ideas with a wider audience.

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

The highly effective Christian character of Stoborough Primary school strongly contributes to the academic achievement and personal development of all its learners. All stakeholders clearly articulate its Christian character and the significant impact of its Christian values, which teach the children to be thoughtful, honest, fair and kind. Each value's Christian basis is made explicit through their being linked to teachings in the Bible. High quality displays and their integration into religious education (RE) and worship ensures these values have a high profile within the school day. Stoborough has extremely caring, well-mannered children who support each other in all aspects of school life. The school is a happy, stable and secure place where children grow and flourish. Adults in the school are highly committed and they successfully support the children's development of self-esteem, confidence and ambition. Standards of academic progress and attainment achieved by the children are high when compared to other schools nationally. Children of all abilities make very good progress, due to the efforts made by the school in addressing their individual needs. Parents speak enthusiastically about the school's important place within the community and a recent parent questionnaire was overwhelmingly positive about the school's work and its inclusive ethos where everybody is valued. New parents to the school value the attendance of the clergy at induction meetings. This makes them aware of the school's Christian work from the very beginning of their time at Stoborough. The school sensitively supports families in need and this has resulted in a significantly positive impact on the lives of those involved. Children are able to describe how values guide their behaviour. They behave well in the classroom, saying that it is important so everybody can learn. They explain that support for each other in a thoughtful, kind way can help us learn from our mistakes. The concept of forgiveness and reconciliation is central to behaviour management and there is a focus on developing rather than punishment. There is enthusiasm when learning about other faiths and children are aware that Britain is a country with many faiths and cultures. They can talk about the Jewish faith and what they learnt from a visiting member of the Jewish community. Children said their visit to Hillfield Friary was fascinating because they had the opportunity to learn about the Franciscan way of life, including what it means for a person to devote their life to prayer. Christianity as a global faith was successfully explored through the school visit from Bishop Paul from Sudan. The contribution of these high quality experiences in religious education (RE) and collective worship supports children with their own spiritual development. The school has achieved the RE Silver and Gold Quality Marks in recognition of these high standards. There is a shared understanding of spirituality among the adults in the school and this allows spiritual opportunities to be planned through the curriculum. This also allows the recognition of spiritual moments that may arise at any time within the school day. Creativity is a significant strength and extremely high quality artwork is seen throughout the school environment. Some of this work is linked to Christianity and children have achieved success in the National Association of Teachers of RE international competition for their depiction of 'Art in Heaven'. Christian festivals are celebrated through the year and children, as a result of their active participation, are able to explain their meaning. The children are regular visitors to the church for a range of services and activities. They can describe how they use the school's many reflective spaces for emotional and spiritual support. The children's strong concern for people in the world less fortunate than themselves and their commitment to helping others is evidenced in their charity work, some of which is child initiated.

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

Collective worship is an outstanding strength and an established central part of each day. Detailed planning and prominent displays support the reinforcement of the worship themes. Bible stories are a strong feature and children clearly relate the themes to the school's values and their own lives. As a result of the school's teaching and attendance at the clergy run 'Xplode' school club, some children have chosen to be baptised. Parents say they enjoy opportunities to join school worship and to attend school services in the church. Children especially enjoy their individual class services held in the church's chapel. The local Baptist church holding its Sunday services in the school hall exemplifies the close working between church and school. Information Technology, stimulating resources and regular visitors ensure children gain rich worship experiences that captures their attention and interest. The four members of the local Clergy team are regular worship leaders and the children and parents greatly enjoyed their attendance at one of the team's recent ordination in Salisbury Cathedral. Older children are able to maturely describe their responsibilities in worship planning and delivery which has increased their sense of ownership for this important part of the school day. They are clearly proud of the school's trust in them. They have expressed their ideas for a worship space within the school grounds and they are pleased that their thoughts are considered and acted upon by the school leaders. Worship provision has a strong emphasis around the work of Jesus and his central position within Christianity. Anglican traditions are used with children fully understanding their meaning. Children have an understanding of the Trinity at an age appropriate level because the adults leading worship and RE make sure that explanations are within their understanding. Worship themes, linked to the school's Christian values,

support the positive behaviour throughout the school. Personal prayer and reflection are used in worship supporting spiritual development. Children can explain what prayer means to them and how they use prayer in their lives. Formal monitoring by school leaders ensures worship remains highly effective in its impact on the whole school community.

The effectiveness of the religious education is outstanding.

Standards of religious education (RE) are consistently high across all age groups and they compare well with other core subjects. Children make good progress due to the high quality of teaching and learning that shows a good balance between gaining knowledge and children's independent ideas. Lessons observed during the inspection judged attitudes towards RE to be very positive with teaching well supported by resources that enhance and enrich the subject. The school uses a range of high quality resources including Discovery RE, Understanding Christianity and the locally agreed Dorset syllabus. Teachers use questioning skilfully when extending pupil thoughts. For example, the year three children were thinking about reincarnation, karma and moksha as part of their work on Hinduism. They were happy to share their ideas and the teacher's high degree of subject knowledge successfully supported their deeper thinking. They concluded that karma and moksha were good things to aim for, despite reincarnation seeming initially attractive. They also shared their ideas of heaven, accepting that we all have our own individual thoughts. Lessons are creatively planned, giving children a range of ways to explore RE concepts. Visits to the church for role play weddings, baptisms and 'counting how many crosses' treasure hunts, support the RE learning. Children express their enjoyment of RE and they are happy to share their learning experiences with interest and enthusiasm. One child commented, 'RE teaches you to love God and how to be better people'. Another child explained, 'The promise of an award is not the only reason to be a good person. It will also make you feel happy and proud'. Children are confident when expressing their ideas and opinions as they realise that what they say will be valued, within an inclusive learning environment that nurtures deep understanding, respectful listening and thoughtful responding. Children say that they enjoy learning about other faiths and their understanding allows connections to be made between shared values and practices. Class Reflection Diaries successfully capture children's responses to the week's themes, including current events in the news. RE provision benefits from the RE leader's high level of subject knowledge and this is effectively used to support other teachers in the school. This is especially important and effective when inducting new teachers into the school. The school has achieved the RE Silver and Gold Quality Marks in recognition of high standards. Very effective monitoring and assessment analysis ensures high quality RE continues to develop within the school.

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

The headteacher, together with her senior leaders and governors, has created a very strong and effective leadership team. The headteacher is passionate in her commitment to the school, placing its Christian ethos at the heart of the school's vision. Stoborough's distinctively Christian character is clearly articulated by all members of the school community with an understanding of the school's well-established core Christian values. This has successfully ensured a deep understanding of the school's Christian mission and what it means to be a Christian school. Rigorous monitoring and evaluation by school leaders strongly contribute to the school's effectiveness, supporting their commitment to the school's further development as a church school. Governors are very well informed, deeply involved and highly supportive of the school's work with the established Foundation Committee having particular responsibility for the school's Christian ethos and development. The clergy team are active participants in this development by leading focus days such as a 'Journey Day' to explore the meaning of the Trinity. The school presence within the church community is supported by its display board in the church. School leaders nurture strong, supportive relationships with all members of the community, including grandparents and the local parish council. Leaders benefit from a supportive professional partnership with Salisbury Diocese and this has played a significant role in its Christian development. The school has been asked to trial some of the new Diocesan teaching materials to monitor their effectiveness. High quality RE and worship are well managed by the very knowledgeable subject leader. She undertakes regular monitoring and her resulting evaluations, informed by a detailed assessment system, ensures RE and collective worship effectively impact on the pupils' Christian development. RE and collective worship are very well supported by an excellent range of resources. New resources such as 'Understanding Christianity' are carefully trialled before being integrated into the school's RE provision. The RE leader has been instrumental in the setting up of a local schools' RE Hub where RE practice and ideas can be shared between the six attending schools. The school has very successfully addressed the development areas identified in the previous Church school inspection. Parents are very positive about the school and they recognise the school's work in giving opportunities to encounter faith in a way that allows their children to discover beliefs for themselves. Statutory requirements for collective worship and RE are met.

