

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Hampreston Church of England Voluntary Aided First School | |
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| Hampreston Village Wimborne Dorset BH21 7LX | |
| Current SIAMS inspection grade | Outstanding |
| Diocese | Salisbury |
| Previous SIAS inspection grade | Outstanding |
| Local authority | Dorset |
| Date of inspection | 6 March 2018 |
| Date of last inspection | 12 February 2013 |
| Type of school and unique reference number | First 113802 |
| Headteacher | Jane Marshall |
| Inspector's name and number | Marcia Headon 761 |

School context

Hampreston Church of England First School is a voluntary aided one form entry school. It has 150 pupils on roll aged 4-9. Most come from out of the catchment area. The vast majority are of White British heritage. The proportion of pupils who are disadvantaged is below the national average but the proportion with special educational needs/disabilities is just below the national average. The member of staff with responsibility for religious education and coordinating collective worship took over this role during the autumn term of 2017.

The distinctiveness and effectiveness of Hampreston First as a Church of England school are outstanding

- The Christian value of love has a significant impact on the achievement, personal development and well-being of all members of the school community.
- The strong leadership of the headteacher with its well-articulated vision ensures that the school's distinctive Christian ethos is maintained and fostered.
- The highly effective partnership with the local church and the support of the local vicar enriches the life and work of the school.

Areas to improve

- Improve the quality of written feedback in religious education (RE) so that pupils have a deeper understanding of the next steps they should be making.
- Develop a long-term plan for what is to be taught in religious education to ensure the teaching of concepts and knowledge allow for progression.
- Ensure that a co-ordinated approach is taken by the school and church leaders to the planning and delivery of collective worship to ensure there is greater coherence across the themes being delivered.

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

The school's mission statement that 'it aims to provide all pupils with the experience of living, working and worshipping in a community inspired by the Christian gospel', is central to all that it does. The Christian value of love permeates the whole school. Pupils know that this originates from biblical teaching and give examples of where Jesus showed love to others. They explain that as 'God showed love to us, we must follow his and Jesus' example and show love to others'. They demonstrate this in the excellent relationships which they forge with one another, with staff and adults. They show compassion and kindness and even the youngest pupils define the essentials of love as being kind and forgiving. They co-operate well with one another in class and explain this is equally a sign of kindness, as is the fact that older pupils help younger ones when on school visits. They are aware that forgiveness is not always easy and does not always fit neatly with the value of love but know that it is best to discuss any issues and to try to say sorry. Behaviour around the school is outstanding. Pupils are polite, open doors for all and thank one another for actions taken. Pupils achieve well at school. Phonics results at the end of Year 1 are well above national averages and outcomes from the key stage 1 assessments are at least at expected standards. The school is fully inclusive and meeting the needs of all pupils is very important to the staff. The most vulnerable pupils and those with special educational needs and/or disabilities are given extra support from specialists employed by the school above the normal teaching complement. They also make good progress. This is a direct consequence of the headteacher living out the mission and ethos of the school. Policies within the school are underpinned by the Christian value, but this is not always fully explicit in the text of policies. Spiritual development across the school is strong. Opportunities to develop this are carefully planned across the curriculum. In addition, teachers use spontaneous moments to encourage reflection using 'windows mirrors and doors' as a framework. As pupils mature they increasingly ask questions which allow them to explore their own personal spirituality. Pupils are tolerant, and the recent multi-faith day has helped to foster their understanding in an area where there is little religious or ethnic diversity. Christianity was included within this day and as a result, pupils show some understanding of Christianity as a multi-cultural world faith. RE reinforces the spiritual, moral and social development of pupils. They are very aware of the needs of those less fortunate than themselves and over the years have raised considerable sums of money for the local children's hospice. The school is a calm and orderly environment and there is a true feeling that the love of God directs all of its work.

The impact of collective worship on the school community is outstanding

Collective worship is central to the daily life in school and fully supports its vision. It is securely rooted in the Bible, life and teachings of Jesus. It is a time when pupils and staff come together to worship and to consider the meaning of faith. It has a significant impact as pupils recognise this as a time when they can be quiet, listen to stories and consider how the school's value of love affects their own actions. A very good ambience is created for worship in the hall with the use of candles and a Bible as a focal point. Music plays an important part in worship. Pupils enter to music appropriate to the theme of the worship, sing songs with great enthusiasm or listen appreciatively to the recorder group. They enjoy being involved in collective worship, answering questions, acting in plays or lighting the candle or working the technology. The school worship coordinator plans very effectively, and the high quality of her planning allows other school staff to lead collective worship very effectively. The vicar or church members lead worship weekly which ensures pupils are given the opportunity to experience different traditions. As a result, pupils are familiar with a range of Anglican greetings, blessings and prayers. Although church members use current themes when they lead CW, there is not always a strong connection between this and how themes are followed up by the school. Evaluation of worship is extremely thorough and is constantly evolving. It involves pupils, staff, governors and parents. As a result, a wider selection of songs has been introduced. The school celebrates the main Christian festivals of harvest, Christmas and Easter in church and these acts of worship are very popular with staff, pupils and family members. One parent described the services as very moving as well as bringing the whole village community together. In these services and at other times in school pupils are involved with leading prayers and singing. However, opportunities for greater participation by pupils in planning and leading worship have not been fully explored. Prayer and time for reflection are central to worship and feature at lunch and the end of the school day. Pupils use the prayer tree in the quiet lounge to display their prayers and use prayer boxes in their own classrooms for their private prayers. They display a good understanding of the nature and purpose of prayer and as one pupil said, 'we can talk to God anywhere, he answers, but we may not hear him'. Pupils know the Lord's Prayer and use it in collective worship and the school creed is prominently displayed around the school and well known by the pupils.

The effectiveness of the religious education is good

Pupils enjoy religious education, especially the stories and the wide variety of activities such as art, drama, making models and creative writing. Pupils have a good knowledge of Christianity and talk with confidence of a range of Bible stories. The recent introduction of 'Understanding Christianity' has enhanced and deepened their knowledge. Prior to September 2017, there was limited teaching about other faiths apart from a focus on Judaism. This has now been expanded to include Islam. However, pupils' knowledge of other faiths is far less extensive and not as secure as that of Christianity. Short-term planning in RE is thorough, but currently there is no long-term planning which maps pupils' experiences and progression in this subject. Teaching seen during the inspection and through the work in books is at least good. During the lessons observed on the day of the inspection, pupils were fully engaged with the work and clearly gaining considerable enjoyment from their learning. A Year 3 class was very enthusiastically mapping Mary's emotions during the events of Easter week and another class was making palms and writing about Palm Sunday. Questioning is very effective with pupils considering difficult questions about why Jesus chose to wash the feet of the disciples and why he was allowed to suffer on the cross. They asked searching questions based on their own experiences. Even younger pupils were considering the significance of Jesus entering Jerusalem on a donkey. Pupils' work is well presented, although written feedback given to pupils is not sufficiently detailed and does not give them enough guidance on how to improve or reach the next steps. Attainment in RE is similar to that in other core subjects and outcomes are at least good. Assessment is developing. Moderation of work has taken place internally. The new subject leader for RE has approached the work with enthusiasm and is providing strong leadership. She is monitoring teaching and learning very effectively, helping with planning and is providing good support to other teachers. The subject knowledge of the staff is good. Adequate time is allocated for monitoring and the governors are receiving regular reports on the work.

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

The caring and compassionate leadership of the headteacher acts as a role model for the staff. She has a clear vision, strongly rooted in biblical narrative, which is widely shared by the staff and governors. It is understood well within the local community. The school considers its duty is to enable the uniqueness of each child, to develop and flourish within an environment where love is shown to all. The curriculum in the school is tailored to allow this to happen. A very wide variety of experiences are on offer both within the curriculum and outside. These allow pupils of all abilities to show their talents. Displays of these activities, in classrooms and corridors, such as photographs taken by pupils of Salisbury Cathedral or the school pancake race celebrate and enhance the spiritual life of the school. Staff are nurtured and encouraged to develop their skills as leaders in a church school context. Staff development is a high priority and the previous deputy headteacher has recently become the head of another church school. Those new to the school speak of the warmth with which they are welcomed and the encouragement which they are given. The school self-evaluation of its Christian distinctiveness is both thorough and accurate. Governors are currently advertising for a new headteacher and their requirements have been influenced by the evaluation. They wish the happy Christian atmosphere to be maintained and enhanced. The school development plan addresses the points identified in the school self-evaluation and its contents are totally appropriate. Governors are highly supportive and committed to the school. They have successfully addressed the issues from the previous church school inspection. They are regular visitors to the school and take a keen interest in all that happens. Previous governors frequently return to help out at school. Current governors take their training needs seriously. They have recently re-invigorated their ethos committee. This is an effective tool for them to evaluate the Christian distinctiveness and set the future direction of the school. Partnership with the local church community is exceptionally strong. The local vicar, who is also a governor, is a very regular visitor to the school. As well as leading collective worship, which is very much enjoyed by the pupils, he provides valuable pastoral support. There is a strong reciprocal link between the church and the school. When the church heating was being repaired, the church used the school as a venue for its services and the church provided flowers for mothers in the school on Mothering Sunday last year. The school regularly visits the church as part of the curriculum. Parents are totally supportive of the school, describing it as a 'wonderful Christian school'. They value its openness and how staff respond quickly to any need. They especially like the fact that their children thrive as individuals and are given a very solid foundation upon which to build. The school meets the statutory requirements for collective worship and RE.

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