

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Whiteparish All Saints Church of England Voluntary Aided Primary School

Common Road, Whiteparish, Salisbury, Wiltshire. SP5 2SU

Current SIAMS inspection grade	Outstanding
Diocese	Salisbury
Previous SIAMS inspection grade	Outstanding
Local authority	Wiltshire
Date of inspection	21 March 2018
Date of last inspection	12 April 2013
Type of school and unique reference number	Primary 126419
Headteacher	Kate Heathcote
Inspector's name and number	Revd David Hatrey 844

School context

Whiteparish All Saints Church of England Voluntary Aided primary is a smaller than average school. The majority of children come from a White British heritage. The number of children who are entitled to pupil premium funding is below national averages, whilst the number of children who have special educational needs and/or disabilities (SEND) are above the national average.

The distinctiveness and effectiveness of Whiteparish All Saints Church of England Voluntary Aided primary as a Church of England school are outstanding

- Children are confident to articulate the distinctive Christian meaning of values and the significant difference they make to their lives and achievements.
- Children's behaviour is excellent, they make rich relationships and show care and concern for one another, attributing this to the Christian character of the school.
- The children's collective worship team play a significant role in planning, leading and evaluating worship and contribute to the difference that worship makes for others.
- The church makes an excellent contribution to the life of the school, notably through worship and governance.

Areas to improve

- Embed the new approaches to teaching in religious education (RE) and assessment strategies so more children can achieve the higher levels of attainment.
- Extend the number of high quality experiences for spirituality enabling children to express their deepening ideas passionately and creatively.

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

Christian distinctiveness is outstanding because Christian values permeate all aspects of school life. Teaching and learning provide rich experiences that enable children to understand the significant contribution Christian values make to their lives and attainment. Children are immersed in a community where the language of values pervades all they do. Five Christian values are agreed; respect, friendship, perseverance, creativity and responsibility. However, other values extend children's understanding. Children confidently explain what values look like in daily life and give numerous examples of the difference they make. The golden leaf awards, derived from values, are given to those who show values, which reinforces their importance. Reasons why the award is given is shared so all recognise the difference they make in numerous contexts. Children understand the distinctive Christian meaning of some values linking these to Bible stories. For some values this was not secure. The school recognised this, so dedicated 'values days' have been introduced to address this. Values inspire relationships across the school. Staff live out values, showing care and respect which children seek to emulate. There is a real sense that the community is a family, which begins as they arrive at school through the welcome. It is seen in the care older children share with younger peers who do this instinctively with relationships that extend beyond school. Behaviour is excellent with children consistently linking this to the Christian character of the school. The school is influential in shaping children's attitudes and aspirations to learning. Children talk about how values support their learning, for example, encouraging them to persevere with challenging tasks. Children's self-esteem is built upon by staff who celebrate their achievements. This is reflected in standards. By the time children leave, they frequently achieve beyond national expectations, with a number achieving the higher levels. Although there are few disadvantaged children, a range of individualised provision enables them to make comparable progress to their peers. A broad understanding of spirituality is evident with a number of strong aspects. Children use their cultural passports to record experiences expressing their emotions thoughtfully. Children use reflections in learning to determine what they have learned on their learning journey. Reflection is used to consider behaviour choices using values as a guiding principle. There are some high quality experiences; although at present children do not have opportunities to express their deepening ideas in a variety of ways. One of the targets from the previous inspection was to extend pupils' understanding of the worldwide nature of Anglicanism. Visual displays in the older class demonstrate children have explored Christian celebrations in different countries, but their responses show a limited understanding. The rich links with the local church ensure children are well aware of its role in the community and the care they provide for different people. Studying of world faiths is developed well where children make insightful comparisons between these and their own beliefs. Children show an impressive degree of tolerance and respect for those who hold different views to their own and recognise the importance of these.

The impact of collective worship on the school community is outstanding

Collective worship is outstanding because children take a prominent role in planning, leading and developing worship so that it makes a significant impact. A children's collective worship group is well established and inspired by the work of the vicar. Together they explore Christian values and plan dramas, select songs to support the message and prepare prayers. They have regular opportunities to do this in creative ways. Their questions reinforce ideas, extending understanding and challenge children to consider how they might respond. In addition, house captains adopt a patron saint of the UK, leading a celebration involving others. Leaders' insightful evaluations have led to further initiatives, which have raised the quality and impact. For example, planning by the headteacher and vicar is more detailed. It explores an aspect of the Christian value progressively each week, which deepens children's understanding. These are securely linked to biblical stories, which underpin their meaning. The purchase of additional resources enables staff to take shared responsibility. Family worship led by the vicar has become a significant occasion, to which parents and church members join. A simple Anglican liturgy is well established. Worship is regarded as important in the life of the school, where children come together to share time together and with God. Other improvements have seen the 'Open the Book' team present biblical stories, which are eagerly anticipated. Children welcome opportunities to become more involved and talk about the visual elements, which they enjoy. A Christingle service has been introduced, whilst there are more songs, which younger children share. Prayer is well taught with children introduced to different types of prayer. They talk thoughtfully about teaspoon prayers and what they mean to them. Staff model prayers as they move through the school, enabling children to reflect more on others and respond to local and national events. The prayers of older children show a growing degree of maturity, with a number of children appreciating the contribution they make to their lives. Children find reflection spaces valuable, offering times of calm. Children have a detailed knowledge of Jesus and can recount a number of stories. Knowledge of the nature of the Trinity is less well developed. The main Christian festivals are celebrated and children describe these in some detail. The monitoring and evaluation of worship is a particular strength. It is regularly undertaken and involves all members of the school family. Staff monitor, whilst younger

children are asked about what they like. Older children consider how worship could be improved and governors add their evaluations. Together these have led to ongoing improvements.

The effectiveness of the religious education is good

Religious education is good because of the quality of teaching and learning and new approaches are increasingly engaging children. Standards in RE are good, and broadly in line with other core subjects. Children make good progress whilst disadvantaged children receive individual support so progress is similar to their peers. In some year groups the number of children achieving the higher levels of attainment is slightly lower than expected. There is a strong emphasis upon developing the quality of teaching. Focused observations and feedback have seen the impact of teaching rise, so that the quality is at least good and there are a number of examples of outstanding practice. Teachers questioning has been influential in developing children's thinking and links well with 'Understanding Christianity'. This enquiry approach, where big questions are posed, complements this. Children's feedback indicates that they enjoy sharing ideas. This enables them to justify their thoughts whilst learning from others. Implementing 'Understanding Christianity' resources has extended staff subject knowledge, deepening children's knowledge of key Christian concepts, such as incarnation and salvation. Children of all ages talk thoughtfully about this using specific religious vocabulary confidently. Recording ideas in various ways engages children with opportunities for drama and art. A good example of this is artwork exploring their understanding of the resurrection. There is evidence of some children using the higher order thinking skills and applying these to their responses. Religious education makes a positive contribution to deepening children's understanding of Christian values, exploring biblical references to clarify their meaning. Whole days are devoted to exploring other world faiths so children recognise how these influence the actions of others. Children make thoughtful comparisons between these celebrations and their own. Religious education days are another recent addition. These explore values or festivals in greater depth. Children's views of RE are mixed, some are challenged by the subject, most generally enjoy the subject, but could not always explain why. Assessment strategies, related to 'Understanding Christianity', are at an early stage of development, and have yet to be moderated. The new coordinator has extended her own professional knowledge through focused training. Her ongoing observations have led to new targets for action. Governors contribute to this through visits informing their understanding of the school's work.

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

Leadership and management is outstanding because they ensure that Christian values permeate all aspects of school life. Children are nurtured to appreciate the difference values make to their lives, so values are not just known but lived out. What stands out is that children, whether they profess a faith or not, recognise how values contribute to their thinking and the caring community of which they are proud to be part. Furthermore, collective worship and RE are given a leading role in daily life. In addition, there is a strong focus on quality teaching so children make excellent progress and achieve their potential, not just academically but in all their God given talents. Developing an understanding of values is seen as the route by which we gain fullness of life. Leaders continue to revisit and shape the school's vision so it is relevant and links to the new Church of England vision for education. The school's vision is, 'Learning with joy, playing with friendship and having God by our side' and is realised by looking to Jesus who inspires us how to live these values. Leaders and governors in particular, articulate a clear biblical understanding of Christian principles underpinning this saying that all are made in God's image and being special to God and sharing this care with others. Children make thoughtful insights into the meaning of the vision for them. One comment was, 'Christian values are like an angel telling you what to do.' They feel the vision shapes their attitudes and behaviour with others and how this strongly influences their attainment. Governors are dedicated to their work and play a full role in the life of the school. Monitoring of new initiatives and children's progress is effectively undertaken. They use the inspection questions to shape their evaluations. This has led to numerous developments, a fine example being the school environment, which distinctively reflects the church school ethos. In some instances, their evaluations are not so clearly focused such as with regard to Christianity as a multi-cultural religion or aspects of spirituality. However, with leaders' ongoing monitoring and governor input there has been a number of initiatives to raise the impact of the school's Christian distinctiveness. Relationships with the diocese are enriching, drawing on CPD opportunities to launch new ideas. The introduction of 'Understanding Christianity' is an excellent example. Training has effectively focused on identified areas. The school's relationship with the church is a particular strength, through support in RE and especially worship, contribution to governance and pastoral support for staff are all influential. There are numerous examples of the school taking a leading role in the community, which are evidently valued. The school fully meets the statutory requirements for RE and collective worship.