

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Dinton Church of England Primary School</b>			
<b>Address</b>	Hindon Road, Dinton, Salisbury, SP3 5HW		
<b>Date of inspection</b>	31 January 2019	<b>Status of school</b>	VC primary
<b>Diocese</b>	Salisbury	<b>URN</b>	126383

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Requires improvement</b>

### School context

Dinton Church of England School is a primary school with 86 pupils on roll. The school has a very low level of religious and cultural diversity. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. There has been a fall in roll since the last inspection. An Ofsted inspection was conducted in January 2019 but the report was not published at the time of the SIAMS inspection.

### The school's Christian vision

Happy learning for a healthy future.  
'Encourage one another and build one another up, just as you are doing.'  
(1 Thessalonians 5:11)

### Key findings

- The newly-identified distinctively Christian vision succinctly captures the deeply embedded school ethos based on love, care and acceptance.
- The community fully lives out its vision of encouraging one another and building one another up, particularly when a member of the school family faces challenge. The vision sustains and holds together the school community.
- Relationships are a core strength at this school and reflect the vision well. Mutual respect is engrained and everyone feels well supported and listened to by each other.
- Although collective worship is a key part of each day at Dinton School, there is not yet a structured system for monitoring it which means improvements are not strategically planned.
- The curriculum for religious education (RE) is developing. There are no rigorous systems for assessment in place to gauge pupils' attainment and progress in the subject.

### Areas for development

- Deeply embed the newly-worded Christian vision ensuring that it explicitly and strategically underpins all aspects of school life.
- Formalise systems for the monitoring of collective worship in order to bring about improvements which impact on the school community and reflect the Christian vision.
- Establish robust systems for assessing attainment and progress in RE so that this can feed directly into planning and curriculum development and all pupils can be encouraged to achieve their full potential.

## **How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?**

### **Inspection findings**

The newly-identified Christian vision, identified by leaders, epitomises the heart of this school which is rooted in love, care and acceptance. There is a tangible sense of mutual support and encouragement between pupils and adults. Parents describe staff as 'always having time to talk, even when they are busy' and 'nothing ever being too much trouble'. The school is at the beginning of its journey of establishing a distinctively Christian vision. It is not yet deeply embedded or underpinning strategic decisions. The headteacher has clear focus and passionate drive for the way forward. She leads by example and is held in high regard. Many talk of the personal support she offers them. One parent commented that 'her door is always open for us and the pupils'.

The school has engaged well with the diocese through training and special events. Pupils talk enthusiastically about visits to Salisbury Cathedral. Foundation governors are relatively new to their roles. They have sought and attended training showing the high profile given to the church school distinctiveness by the governing body. Governors do not yet strategically evaluate the school's Christian distinctiveness. The close link with the church supports the pupils' spiritual development and they talk about the church as 'their church'.

A great strength of Dinton School is the positive relationships, stemming from the vision, which exist between all members of the school community. Pupils feel comfortable sharing their thoughts and points of view, knowing that they will be listened to and accepted. Pupils are well equipped to manage disagreements and work through these to reach a resolution, often without adult intervention. The school has identified a staff champion and named governor for mental health further reflecting the Christian vision of support and encouragement.

The vision is reflected in policies and approaches to all matters, including attendance and pupils' additional needs. All are warmly welcomed regardless of background or ability. Any additional needs are identified early and a good level of bespoke support is provided. This application of the vision results in all pupils making good progress from their starting points. All pupils are cherished as unique individuals and supported to achieve their potential. One parent said: 'I cannot fault the way the school has discretely enabled my child to fit into school with his needs'. Pupils who have not found education easy at previous schools have enjoyed success as a result of this unconditional, welcoming approach. Leaders ensure the vision is applied to the whole curriculum including through regular provision of opportunities for the development of spirituality. This is further promoted through worship and reflection areas in classrooms. Pupils describe how they use these to 'think and be quiet when they need to'. In a Key Stage 2 RE lesson the teacher taught a skilfully crafted lesson which created a tangibly spiritual atmosphere. In collective worship pupils can engage in reflection and prayer. They are not able to articulate how this supports their personal spiritual development.

The vision supports the pupils' clear sense of moral equity. They talk confidently about how they have supported those less fortunate through charity work and how they could help in the future. One child talked of his aspiration in life to 'help others in this world'. He likened this to a story of a celebrity funding medical treatment for someone who could not afford it. The pupils demonstrate a clear understanding of gratitude for what they have and understand that not everyone is so fortunate. Prayers written by Year 5 and 6 pupils reflect on this asking God to help them 'not take things for granted'. The school has held special events to promote pupils' understanding of global diversity but recognises that such opportunities are not sufficiently embedded.

Collective worship is a key part of the school day, valued by the pupils and adults. It is an expression of the Christian vision through the clear focus on values. Pupils enjoy and participate well in all aspects of worship and sing with enthusiasm and confidence. Pupils talk about how worship helps them learn about their values but they find it difficult to talk about how it helps them in their lives. Prayer is a key part of worship and pupils join in exuberantly with the Lord's Prayer. Pupils describe prayer as 'talking to God' and 'asking for help with things'. Some pupils talk about how they use prayer in their personal lives. Collective worship is Christian in nature and includes some Anglican traditions such as lighting a candle. Bible stories are explored to support the pupils' understanding of Christian values. Pupils are able to talk about some of these and what they teach us. The pupils have an awareness of God as Father, Son and Holy Spirit although understanding is inconsistent and not yet deep. They do not have an awareness of the Eucharist or its centrality to Christian worship. There is clear planning in place which reflects the school's vision well and responds to need. Planning is carried out by the headteacher and worship is led by

school staff and local clergy. Although the pupils enjoy taking part in worship through spontaneous drama and reading prayers, they are not yet involved in leading or evaluating. The school has identified this as an area for development. Some feedback from pupils about worship has been gathered by governors. It is currently difficult to see how this brings about improvement. There is no formal monitoring system to analyse the impact of collective worship or how it is an expression of the vision.

The pupils demonstrate interest and respect for the views of others including the beliefs of different world religions. The curriculum for RE is developing and not yet established resulting in pupils' knowledge and understanding being underdeveloped. There is no system for assessing pupils' attainment and progress in RE resulting in the planning not always matching pupils' needs. RE has, rightly, been identified by the school as a key area for development. Arrangements for RE and collective worship meet statutory requirements.

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