

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

| <b>Durrington All Saints Church of England Infant School</b> |   |                         |  |
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| <b>Address</b>   | School Road, Durrington, Salisbury, SP4 8HJ |                         |  |
| <b>Date of inspection</b>                                    | 12 March 2019                               | <b>Status of school</b> | VC infant academy, Salisbury Plain Academies |
| <b>Diocese</b>   | Salisbury                                   | <b>URN</b>              | 143004                                       |

|                              |   |              |             |
|------------------------------|---|--------------|-------------|
| <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>Good</b> |

### School context

Durrington All Saints CE School is an infant school with 133 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. Around a fifth of the pupils are from service families, which takes the proportion of pupils who are considered to be disadvantaged above the national average. The proportion of pupils who have special educational needs and/or disabilities is broadly in line with national averages. Since the last inspection, the school has converted to an academy and there has been a change of headteacher. There has been a slight fall in roll since the last inspection and a high turnover of staff.

### The school's Christian vision

Proud to be me and be the best I can be!  
 'Whatever you do, do well.' (Ecclesiastes 9:10)  
 'Commit your work to the Lord, then it will succeed.' (Proverbs 16:3)

### Key findings

- The Christian vision, rooted in theology, is deeply embedded in every element of school life.
- The principal, well supported by senior staff, governors and multi-academy trust (MAT) leaders, has an unwavering drive and passionate ambition to fulfil the school's Christian vision.
- Ensuring that every child is valued as a unique individual is at the heart of this school. Provision is closely tailored to individual need.
- Collective worship, religious education (RE) and the rest of the curriculum provide regular opportunities for pupils to develop spiritually. This results in children who think deeply and have a clear awareness of themselves and others.
- The curriculum for RE is established across the school and teachers have been well led and supported to establish this.

### Areas for development

- To ensure that the distinctively Christian foundations of the school's vision are made explicit to children.
- To introduce challenging Christian concepts to pupils (including the Trinitarian nature of God and the Eucharist) in a creative way which enable them to develop a secure and age-appropriate understanding.
- Provide opportunities for pupils to engage in social action projects to enable them to deepen their understanding of justice.

## **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 centrality of the school's Christian vision is unequivocal. The steadfast aim to ensure that each child, made in the image of God, is nurtured and supported to become 'the best they can be' is shared by all members of staff. Every member of the school community is treated with dignity and respect and is valued as an individual. This is because of the strong leadership and commitment of the principal, well supported by governors and MAT leaders. Children talk confidently about how the school enables them to be their very best and their parents reiterate this. Parents comment, 'the staff pull out all the strong points of our children' and make sure 'no child gets lost'. Parents identify that the vision and associated values of the school are rooted in the Bible. Although children can recall Ecclesiastes 9:10 because it is used in worship each day, their understanding of the Christian foundations of their vision is not sufficiently deep.

As a direct result of the vision, all groups of children achieve well. Pupils vulnerable to underachievement are identified early and personalised learning plans are put in place to support them. Parents say that staff, 'make every effort to get to know everything about each child'. Pupils think deeply and have a good understanding of spirituality. This is promoted through collective worship and across the curriculum. Opportunities to ask and consider big questions are woven into learning and pupils feel safe to share their own thoughts and feelings. During a personal social health education (PSHE) lesson, Year 2 pupils were challenged with the question 'do you always have to be happy?' to which they responded with confidence. From the early years pupils understand the needs of others and respect these. School leaders have not only successfully addressed the development points from the last inspection, but have supported other schools in their trust with the development of spirituality.

The vision and pupils' own spiritual awareness instils in them clear aspiration to help others. One pupil commented on his desire to 'help share money equally in the world' whilst talking about their learning about Fair Trade. The school participates in a variety of charitable fund-raising activities. Pupils are not yet given opportunities to engage in social action projects themselves.

The school's approach to behaviour management reflects the vision well. The restorative approach focuses on positivity and teaches children forgiveness from the time they start school. As a result, children quickly become adept at managing their own disagreements and can often do so without adult intervention. Staff have received training to support them in early identification of mental health concerns.

Staff at the school feel well supported and recognise that the vision applies to themselves as well as the children. A member of staff talked about how she was encouraged to achieve her best through participation in a training programme in which she was particularly interested. Relationships between staff members are strong and staff feel that they are listened to. Teachers new to the school talk about how quickly they have settled in as a result of the support they have received.

Policies and every day practice are shaped by the vision. At trust, governor and leadership level strategic decisions are made with the vision at the centre. The school has engaged well with the diocese in recent years particularly through participation in training offered to teachers and school leaders, including governors. This, together with the depth of planning, assessment and action planning for worship and RE, reflects the priority given to the school's Christian character. Trustees and governors are committed to maintaining its centrality and ensure that it is discussed at all meetings. There is a system in place for monitoring and evaluating the effectiveness of the school as a church school. This is not yet structured or rigorous enough to ensure that it is resulting in ongoing improvement.

Daily collective worship is highly valued by the school community. Pupils look forward to worship and participate enthusiastically, particularly through their exuberant singing. During the act of worship observed, pupils confidently led their own spontaneous prayers. Prayer is understood by pupils as talking to God and they shared times that they have said 'thank you' to God or asked Him for help. One child likened prayer to 'having a mobile phone to talk to God on'. Pupils talk about enjoying songs with actions and taking part in drama. The vision is evident in worship through its inclusive nature. Children who find these times challenging are nurtured and supported to enable them to feel included. Worship is well-planned, based on the school values and is led by staff and a variety of visitors from the Christian community. Children chatted with excitement about worship led by 'our friend Philip', the parish team rector, and were able to recall stories he has taught them. The school engages well with 'The Bridge Project' which supports them through leading worship and RE teaching. Children develop an understanding of different elements of Christian worship. They do not yet have an age-appropriate understanding of God as Father, Son and Holy Spirit nor of the importance of the Eucharist to Christians. Children are involved in the evaluation of worship but this is not yet sufficiently consistent to enable it to bring about ongoing improvements.

The curriculum for RE is robust and well embedded across the school. The RE leader has good subject knowledge. She has benefited from the support of the local Christian community with understanding some challenging Christian concepts. She has provided a good level of support to other teaching staff in establishing the use of the Understanding Christianity resource, which is deepening pupils' understanding. When talking about when Jesus died on the cross a Year 2 child commented, 'that's called salvation'. Children in Year 1 make links between the life story of Jesus and the prodigal son. Pupils have a good understanding of Christianity as a world faith. They talk about Christians living in all countries of the world. Pupils are able to recall some facts about world faiths other than Christianity although their understanding is limited. RE learning is assessed regularly by class teachers and data is analysed by the RE leader. She has a good grasp of future areas of development in the subject.

Statutory requirements for RE and collective worship are met.

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| Principal                   | Lindsay West     |
| Inspector's name and number | Anna Willcox 915 |