

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

### Sarum St. Paul's CE VA Primary School

<b>Address</b>	Westminster Road, Salisbury, Wiltshire. SP2 7DG		
<b>Date of inspection</b>	12 March 2019	<b>Status of school</b>	Voluntary Aided
<b>Diocese</b>	Salisbury	<b>URN</b>	126411

<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>Excellent</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Excellent</b>

#### School context

Sarum St Paul's is a primary school with 222 pupils on roll. The school has a hearing-impaired unit for 6 pupils. The majority of pupils are of White British heritage. A lower proportion of pupils than national speak English as an additional language. 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 above national averages. It is a popular and heavily oversubscribed school.

#### The school's Christian vision

Loving to learn as we build friendship and faith.  
I have come in order that you might have life — life in all its fullness (John 10v10).

#### Key findings

- Senior leaders demonstrate passion and commitment in constantly ensuring that the vision of the school meets its needs and is having a strong impact on the life of pupils. Governors support this by exceptionally rigorous monitoring.
- The school champions the worth, value and place of every member of the school community, recognising their individual talents and the contribution they make to school life. Adults and pupils flourish in this environment.
- The exceptional partnership with the church, which permeates school life in many areas, makes a huge contribution to pupils' spiritual and personal development.
- The rich and vibrant curriculum, which is enjoyed immensely by pupils, enriches their knowledge and understanding. Teaching in religious education (RE) is particularly exciting and innovative.
- Pupils respond enthusiastically to collective worship, which is well planned to support the vision. However, pupils have less opportunity to plan and lead collective worship.

#### Areas for development

- Further develop pupils' participation in planning and leading collective worship so that they gain a greater understanding of the purpose and centrality of collective worship to school life.
- Ensure that pupils have wider opportunities to explore the differences which exist between global communities and the role of Christianity worldwide.

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 school's vision of 'loving to learn as we build friendship and faith' is understood by all in the school community and drives its work. All associated with the school speak in the most positive manner of the exceptionally strong impact it has. With the aid of the rector, the biblical roots of the vision have been discussed in depth to ensure the vision accurately reflects the needs of the community the school serves. Governors are strongly focused on ensuring that any decisions they make match the vision. They are not afraid to make bold decisions. This has had significant implications for the school and its success. They insisted upon retaining the hearing-impaired unit, as it was the only one in the county which provided for children who were deaf. They continue to provide financing. Parents speak of this unit as a lifeline which has transformed the lives of their children. The teacher is recognised as a beacon of excellence and is now providing support to other schools. Through their ethos committee, the governors have highly systematic and regular procedures for checking the impact of the vision on the school and the church school distinctiveness. They have met the recommendations from the previous SIAMS report in full.

Senior leaders are totally dedicated to the development of Sarum St Paul's as a church school and to ensuring all pupils are given opportunities to experience 'life in all its fullness' and flourish. The vision is evident in the school development plan, in its policies and on the website, and it has driven curriculum planning. Over-arching topics in the curriculum and 'big initial questions' which cover all subjects, mean pupils have challenging discussions. The curriculum enhances their knowledge and enriches their understanding. Pupils enjoy the topics. Themed weeks such as 'one world; one team' and 'world changers' allow pupils to develop an understanding of the needs of others. As a result, a pupil group ensured that recycling became a much higher priority in the school and established a project for recycling plastic items from home. Pupils are very aware of the needs of those less fortunate. They support Alabaré, a charity for the homeless and marginalised. The produce from their Harvest Festival went to this charity and currently pupils are raising money through a soup kitchen. However, they show less understanding of differences between global communities and of the role of Christianity worldwide.

Opportunities to develop pupils' spirituality are planned for and are taken as the moment arises. The school has established outdoor spaces that promote spiritual development. As a result, pupils' spirituality is developing very well. The school values support the vision. Perseverance was deliberately added to the school values to help pupils develop resilience. Pupils give examples of occasions where they were resilient. They are also constantly reminded by the words of the school song, which they were involved in designing, which incorporates the vision and values.

The impact of the vision of 'loving to learn' is evident in that pupils want to do well. Attainment at Key Stage 2 in reading and mathematics is well above the national average. Pupils also achieve well in phonics at Key Stage 1. The school takes exceptional care of its vulnerable pupils, providing them with outstanding support. Equine therapy, home visits and the family support worker, funded by the school, give excellent support. The school also supports families from the wider community exceptionally well. The governors are currently consulting on changing the admissions policy to support these families further. They have, for some years, provided an additional breakfast club for families whose children did not gain a place and who live within or outside the catchment area.

Staff and adults feel highly valued in the school. One member of staff said, 'I love my job and coming to work'. Another said, 'it has opened doors for me'. All staff are given opportunities for extensive continuing professional development and some have become school leaders. There is an overriding sense of care for all, and that everyone has God-given talents to offer. Behaviour in the school is very good and pupils speak about forgiveness and friendship and the importance of these qualities to them. The headteacher is highly approachable and is said always to make time to talk about a problem. An innovative approach to mental health included parents in workshops and, as one parent said, it opened up a very positive discussion at home about a difficult family issue. The school is highly inclusive. In collective worship all pupils use sign language for the school song to make sure the pupils who are hearing-impaired are included. Pupils enthusiastically embrace learning about a variety of cultures and faiths. Pupils share their views willingly, knowing they will be listened to with respect. Pupils' work on equality and diversity resulted in them writing letters to companies to challenge thinking on gender stereotyping in toys.

The partnership with the church plays a hugely important role in the school. The rector and children's pastor regularly lead collective worship. The rector provides advice on many theological issues, including the development of the spirituality policy and theological issues in RE. The children's pastor provides outstanding support to pupils and they all speak with huge enthusiasm of her pioneering work and her inspirational manner. The school is supporting her training as an emotional literacy support assistant. The church and school have a seamless interaction, to their mutual benefit. Partnership with the diocese is also very strong. It deploys the headteacher to support colleagues new to church schools.

Collective worship is invitational and inclusive. Worship themes, which are carefully planned and which progress in depth over time, support the school's Christian vision and values. Worship is celebrated using drama, music, interactive videos, art and poetry. Different people leading worship gives a variety of liturgy. Worship is centred on the teachings from the Bible. Time is always given for reflection and prayer and pupils' prayers are often used. The school teaches about the centrality of the Eucharist to Christian worship. Pupils evaluate worship and changes have been made as a result. However, pupils are not yet involved sufficiently in leading and planning worship and some are less certain about its overall purpose.

Religious education is exceptionally well led and the excellent subject knowledge of specialist teachers supports other colleagues. It is well resourced and covers not only Christianity but a range of other world religions. As well as being taught discretely it is integrated into curriculum topics, which gives even further opportunity for discussions on big questions of meaning. Leaders monitor the teaching of RE closely.



**The effectiveness of RE is Excellent**

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The quality of teaching and learning in RE is excellent. It is planned very thoroughly to meet the needs of a range of abilities. All pupils achieve well in RE and standards are high. Lessons are exciting and involve a range of activities which enthuse pupils. Assessment is thorough and accurate. The very well-thought-out approach of collating pupils' work on concepts as they move up the school, allows progress to be easily tracked. It shows the very good progress they are making. Pupils show a very good understanding of Bible stories, which they are able to recall easily.

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