

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

### Seend Church of England Primary School

<b>Address</b>	School Road, Seend, Melksham. SN12 6NJ		
<b>Date of inspection</b>	03 April 2019	<b>Status of school</b>	Primary academy inspected as VA. White Horse Federation
<b>Diocese</b>	Salisbury	<b>URN</b>	141919

<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>Excellent</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

#### School context

Seend is a Church of England voluntary aided primary academy with 108 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national average. The proportion of pupils who have special educational needs or disabilities is below national averages. The school serves a predominantly rural area. In 2015 the school became an academy within the Melksham Trust. In 2018, when the Melksham Trust ceased to operate, the school joined the White Horse Federation. Since 2017 Seend's headteacher and governors have, additionally, been deployed to provide leadership support for another school within the Trust.

#### The school's Christian vision

We aim to inspire the members of our community to follow God's light and as a result: form caring relationships, have high aspirations, embrace all opportunities, appreciate diversity, give generously and show environmental responsibility. In achieving this mission we can all make a positive contribution to our global society.

"I am the light of the world. If you follow me, you won't have to walk in the darkness because you will have the light that leads to life." (John 8:12)

#### Key findings

- Seend's Christian vision has been deeply influential in establishing a nurturing, caring, inclusive Christian community with a strong family ethos.
- Religious education (RE) is well planned, engaging and carefully monitored. It is highly effective in supporting pupils' spiritual and personal development.
- Collective worship is an enjoyable experience for the pupils and they participate enthusiastically. A range of worship leaders and a strong partnership with the church supports this.
- The exceptionally strong leadership of the headteacher, ably supported by an experienced governing body and dedicated staff, has ensured that the school's Christian character has remained at the forefront of its identity, despite major organisational changes.

#### Areas for development

- To build a positive working relationship with the newly appointed vicar so church and school partnerships are strengthened even further.
- Enable pupils to have an even greater role in worship organisation so that their voice fully informs and shapes all worship themes.
- Continue to ensure the school's Christian character remains a significant priority within its membership of the White Horse Federation, including strong partnership working with other Church schools in the trust.

## **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**

Seend's deeply embedded Christian vision centres around the academic, social and spiritual development of its pupils. It is rooted within Christian theology and highly influential in decision making. Core Christian values underpin school life with pupils understanding their impact on everyday actions.

The headteacher's determined leadership is supported by an experienced governing body. This has been instrumental in the school's continued development as a Church school despite major organisational changes, such as the recent joining of the White Horse Federation. The headteacher, supported by governors, ensures the school's Christian character is fully recognised within the trust's structures. This has included insisting Seend's church school status has high visibility on the trust's website.

During an interregnum period, relationships with wider church clergy have maintained strong church partnerships. The recently appointed vicar is already working closely with the school.

Seend's leaders are dedicated to Christian commitment beyond their own school, living out their Christian vision of giving and making a positive difference. The headteacher and governing body have significantly supported another primary school during a turbulent period, including the recruitment of a new teaching team and the appointment of a Head of School. Seend's support has resulted in increased pupil numbers and greatly improved academic standards in the supported school.

School leaders have created a loving community where everybody matters. Pupils are valued and supported whatever their needs. Parents say they are overwhelmingly grateful to the school for the support they have been given through difficult times and complex situations, allowing themselves and their children to retain confidence and dignity. Pupils say they can talk to any adult in the school if they have a worry.

Seend's curriculum, combined with competent teaching, has led to pupils achieving well from their individual starting points. Academic results are consistently in line with or above national standards for pupils of similar ages. Pupils try their hardest with their work and behaviour because they are encouraged and guided by adults in the school. Classrooms are calm learning spaces. Pupils are confident when explaining their ideas to the rest of the class because they respect each other. Patient listening allows pupils to have sufficient time to share their thoughts. The school's dedication to educating all aspects of pupil development is represented in the wide range of opportunities offered. One pupil has remarked, 'I really enjoy sport at Seend, especially representing the school in many different teams. Sometimes we win and sometimes we don't, but we always have fun.' A pupil due to join senior school commented, 'I will take with me everything I have learned from Seend school, especially being prepared to have a go at anything new.'

Pupils enjoy RE and it is highly regarded within the curriculum. Pupils are encouraged to think widely and deeply when exploring theological ideas and concepts such as 'Salvation.' The subject is well led and a detailed assessment system tracks pupil attainment and progress. Skilled teaching and careful questioning leads pupils to come to their own conclusions, such as, 'Sometimes we believe in different things to someone else which is ok.' Some pupils in the school are members of faiths other than Christianity and pupils say they like learning about similarities and differences between world faiths. A more recent global link with a school in Ghana is furthering pupils' understanding of Christianity as a world faith.

The impact of the school's Christian vision on pupils 'giving generously' and 'environmental responsibility' is reflected in their charity support and environmental activities. For example, reading books are sent to a school in Nepal and support for the local Melksham food bank is long established. When learning about hardships faced by cocoa farmers, pupils wanted to organize a fundraising cake sale. Pupils have gained the Bronze Eco Award in recognition of reducing their carbon footprint. Their actions have included the use of reusable cartons and plates at lunchtimes and changing to more energy efficient light bulbs.

Collective worship is a joyful and uplifting experience and Anglican traditions make it a distinctively Christian service. Church members ring the bells for special school services, much to the delight of the pupils. Reflection time gives pupils the space to think about the worship theme of the day. Each classroom has a dedicated prayer and reflection area and prayer spaces have also been set up around the school. The Prayer Tree shows that pupils use prayer to support themselves and others as well as showing concerns for the environment. Pupils say that worship, including prayer and hymns, helps them to feel closer to God and the school community. Bible stories are greatly enjoyed and understood by the pupils allowing them to relate their messages to their own lives. 'Story Teller' Bible worships are organised by church members and especially popular. The Trinity is understood at an age appropriate level and the Trinitarian concept is reflected within some of the pupils' prayers. Pupils are taught about the Eucharist and are aware of its significance within Holy Week. Some pupils have

chosen to become confirmed and are willing to share their experiences of first communion with others. Pupils enjoy leading acts of worship and say they would like an even greater role in worship organisation. Regular worship visitors give pupils experiences of a range of worship styles such as the Maranatha Church group who lead worship three times a year. The regular 'Gold Book' worship, led by the Head Boy and Head Girl, celebrates a range of pupil achievements. Nominations are made without prior warning so those recognised within this special service are very pleasantly surprised, including members of staff nominated by the children! A shared understanding of spirituality allows planned and unplanned special moments to be recognised and enjoyed with some pupils choosing to keep their own personal spiritual journals.

The school proactively 'embraces all opportunities', in line with its vision. For example, a close partnership with Salisbury diocese has led to highly effective staff professional development and regular support from diocesan advisors.



**The effectiveness of RE is Good.**

RE teaching is carefully planned, using highly regarded resources, such as Understanding Christianity. The school has a close working relationship with the Royal British Legion and this led to the recent Nativity play incorporating the World War One Christmas truce. This furthered pupils' understanding of the impact of war on those soldiers directly involved. Pupil learning is captured within beautifully kept 'Floor Books'. Statements from the pupils are regularly recorded thus enabling rigorous and regular monitoring of teaching and learning. Evidence of learning is used to inform detailed assessments made for each pupil's RE attainment and progress. Leaders and governors use this information to accurately identify future development needs. Standards are in line with other core subjects. Teachers' professional development, both in school and through the diocese, has led to high aspirations in RE, fully in line with the school's Christian vision.

Headteacher	Jackie Chalk
Inspector's name and number	Lorraine Pugh 819