

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Broadwindsor Church of England Primary School			
Address	Drimpton Road, Broadwindsor, Beaminster, DT8 3QL		
Date of inspection	8 May 2019	Status of school	Voluntary Controlled
Diocese	Salisbury	URN	113777

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

School context

Broadwindsor CE VC School is a primary school with 102 pupils on roll. The majority of pupils are of White British heritage. There are no pupils who speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages although the percentage has increased considerably over the last year. The proportion of pupils who have special educational needs and/or disabilities, including those with Education Health and Care Plans, is above national averages. Many pupils who attend the school come from outside the catchment area. Since the last inspection there has been a change of headteacher.

The school's Christian vision

Learning and growing together

'Jesus put before them another parable: "The kingdom of heaven is like a mustard seed that someone took and sowed in his field; it is the smallest of all the seeds, but when it has grown is the greatest of shrubs and becomes a tree, so that the birds of the air come and make nests in its branches."

(Matthew 13:31-32)

Key findings

- The headteacher, well supported by an active team of governors, leads with a passionate drive to ensure the best outcomes for every child through maintaining the centrality of the Christian vision.
- Regardless of any special educational need and/or disability (SEND) or background, every child is valued and loved as a unique individual. Personalised support is in place for those who need it to enable all to flourish.
- There is a deepening understanding of spirituality across the school. Pupils feel safe to ask and explore big questions within a secure, Christian climate.
- Worship is energetic and engaging. Pupils have an impressive understanding of the Trinity, largely as a result of the vicar's dynamic worship leadership.
- Detailed planning and rigorous assessment in religious education (RE) ensures that pupils' understanding of Christianity and other world faiths is deepening.

Areas for development

- Ensure the theological foundations of the vision are explicit so as to make certain that Christian distinctiveness strategically underpins all aspects of school life.
- Develop pupils' understanding of the concept of prayer to enable them to make use of personal prayer in their own lives if they choose.
- Empower pupils to take the lead in decision making about fundraising endeavours, so that this work reflects the school's vision.

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 Christian vision at Broadwindsor has recently been reviewed coinciding with the appointment of the new headteacher. The headteacher, staff, governors and parents all talk about a poignant moment at harvest festival. There was a sudden and collective realisation that the parable of the mustard seed encapsulated the vision of the school in its current context. This theological underpinning is not yet explicit in all aspects of school life which means it is not deeply known and understood by the whole school community. There are a set of well-embedded Christian values. Pupils talk confidently about how these are distinctively Christian through linking them to Bible stories and correctly describing them as the fruits of the spirit. One child described how they learn about gentleness through the image of Jesus as the good shepherd.

The headteacher talks passionately about how the Christian vision impacts on every aspect of school life. He leads with an unswerving drive to ensure that the vision remains central to the school's work. He is well supported by an active, visible governing body who are well known by all members of the school community. Two governors have a direct impact on the distinctive Christian character through the leadership of church club. This is well-established and attended by a fifth of pupils and their families. All pupils, regardless of ability or background, are valued as unique individuals and are provided with the nurture they need to flourish. As summed up by the headteacher, 'We are here for everyone.' Several pupils have transferred to Broadwindsor during their school career and parents attribute this to the 'warm, welcoming feel' of the school. Examples of individuals who have overcome barriers as a result of the school's inclusive and personalised approach are plentiful. Leaders have ensured that the school's Christian distinctiveness remains a key priority for improvement. Leaders, including governors, have structured systems in place to monitor the effectiveness of the school's Christian character. This work is starting to bring about improvement. For example, pupils are now more actively involved in worship following feedback gathered by governors. Clear progress has been made on the areas for development identified at the last inspection.

Leaders have acted swiftly to address the recent drop in academic attainment. Achievement is closely monitored to ensure that pupils make good progress from their starting points. Pupils vulnerable to underachievement are identified promptly and appropriate support is provided to ensure all have the opportunity to realise the school's vision. The recent introduction of 'growth mindset' work is resulting in greater perseverance. Pupils of different ages talk confidently about their hopes for the future and how school helps them achieve these. A Year 4 pupil, referring to the school's vision, said: 'Something tiny like us can turn into something amazing.' Another talked of his desire to, 'make the world amazing for future generations' through plans to engage in work taking care of the environment. Pupils link their aspirations to the Christian values talking confidently about generosity and love when describing desires to help others. The school is active in raising money for charity. Pupils are passionate about wanting to help and show love to others. One child talked about his own fundraising endeavours to raise money for Barnardo's. Pupils do not plan school fundraising activities themselves. This limits opportunities for them to respond actively in support of causes that mean a lot to them. There is a clear definition of spirituality. Staff have engaged with diocesan training on spirituality resulting in the introduction of new resources and concepts to support pupils' own development. Pupils have regular opportunities to engage in reflection and are well-supported to ask and explore big questions. Pupils in Years 3 and 4 are currently investigating, 'What is the kingdom of God like?' Pupils in Year 5 and 6 feel safe in their environment to explore big questions which creates a buzz of reflective discussion.

Relationships are positive within the school. Staff talk about mutual support for one another, and parents about the 'warm welcome' they receive each day. The robust partnership with the local church enhances the school's Christian distinctiveness. This is seen through special events coordinated by the vicar, congregation members volunteering in school and holding confirmation classes for older pupils. Pupils behave well and show kindness and care to one another. The vision is seen in action through the personalised support provided for those finding managing behaviour a challenge. All agree that the vision and values support relationships. Staff have received training to support them in early identification of mental health concerns.

Collective worship is key for the school in supporting pupils to 'learn and grow'. It is enjoyed by pupils and staff as well as governors and parents on occasions. Pupils 'love' worship. They talk freely about what they learn about their values from Bible stories they hear and how this helps them in their lives. The vicar, who has a high profile in the life of the school, is heavily involved in the planning and leadership of worship. All members of the school community are exuberant in their praise for the 'inspirational' work she does. Worship is inclusive and engaging. All pupils are invited to participate and everyone's contributions are valued and listened to. Opportunities for spiritual development are offered in daily worship through reflection and prayer. Pupils' understanding of prayer,

however, is limited. They are not able to talk confidently about what prayer is and how it could be used outside of school. An emphasis is placed on God as Father, Son and Holy Spirit throughout worship. Worship begins with 'God is here, His Spirit is with us' and ends with the words of 'The Grace'. As a result of this, as well as of ongoing specific teaching, pupils have a high level of understanding of the Trinity. They have a developing understanding of the centrality of the Eucharist to the Christian faith.

Quality of provision in RE is reflective of the school's Christian vision. Planning for RE is thorough and consistent across the school. The introduction of the 'Understanding Christianity' resource has resulted in a growing and deepening grasp of Christianity as a world faith. Pupils are able to talk about key beliefs and festivals of many world faiths. The RE leader has successfully implemented robust assessment systems to measure pupil attainment and progress. These inform future planning and enable the subject leader to identify next steps and training needs. The RE leader and governor have effectively monitored provision in the subject which is beginning to bring about improvements. The statutory requirements for collective worship and RE are met.

Headteacher	Philip Smith
Inspector's name and number	Anna Willcox 915