

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

<b>Pitton Church of England VA Primary School</b>			
<b>Address</b>	White Way, Pitton, Salisbury, SP5 1DT		
<b>Date of inspection</b>	24 June 2019	<b>Status of school</b>	VA primary
<b>Diocese</b>	Salisbury	<b>URN</b>	126490

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

### School context

Pitton CE VA Primary School is a primary school with 96 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 national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. 15% of pupils are from service families. The school was judged to require improvement following an Ofsted inspection in May 2019.

### The school's Christian vision

Friendship, Family and Fulfilment

We aim for our children to develop a life-long love of learning, to treasure the people around them and to flourish.

Life in all its fullness. (John 10 v10)

### Key findings

- The vision, which is well known by everyone associated with the school, has shaped its direction and has created a strong sense of friendship and of being a family which is valued by all. However, until recently, the vision has had a lesser impact on the academic flourishing of all pupils.
- The school is highly inclusive and provides very strong support to vulnerable pupils, which develops their sense of self-worth.
- The local church and the ex-officio governor make a significant contribution to the work of the school in collective worship, monitoring the Christian distinctiveness and listening to pupils and staff.
- Collective worship is enjoyed by the pupils, who welcome the opportunity to reflect and be calm. However, pupils are currently not involved enough in planning and leading worship.
- Religious education (RE) is well planned, provides a good level of challenge to pupils and allows them opportunities to debate and discuss issues. However, assessment is less well developed.

### Areas for development

- Link the vision of the school more explicitly to the school's work on ensuring all pupils make the same progress academically as they do socially and emotionally.
- Develop opportunities for pupils to be involved in the planning and leadership of collective worship so they gain an increased understanding of its importance to their everyday lives.
- Enable pupils to develop social action projects independently so they understand how they may become stronger advocates for change.
- Extend assessment in RE so that teachers have a more accurate picture of the depth of thinking and progress made by pupils.

## **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, which was renewed last year, is now becoming embedded in the life of the school. Pupils were heavily involved in its creation and in designing the logo which accompanies it. They, and all associated with the school, understand the importance of the biblical underpinning and can explain its relevance to the local context. The impact of the vision is very evident in the school. Pupils talk about 'friendship', 'belonging to a school family' and 'wanting to do their best' as being at the root of what makes them want to come to school and to learn. They clearly feel valued as they talk of using their God-given talents. Leaders perceive their role as showing the Christian vision through providing a broad curriculum so that each pupil, 'can have life in all its fullness'. There are many extra-curricular opportunities, such as music clubs, sports clubs, visits and even camping on the school field. The vision is shaping the development of the school, as the governors recently made a difficult strategic decision on how to balance the budget yet keep the curriculum wide and enhance pupils' progress. However, not all policies reflect the vision. The partnership with the local church is well established and the ex-officio governor adds a huge amount to school life. The church is used to celebrate Christian festivals. The foundation governors monitor and evaluate the school's Christian distinctiveness thoroughly. The impact of the partnership with the local village community is mutually beneficial, with pupils visiting the local elderly residents' home and the recent building of the amphitheatre on the school field for the combined use of the school and village. Partnership working with the diocese is also good. The school attends central training, as well as workshops with pupils at the cathedral.

As a result of the vision and the determination to treasure the pupils, especially those who are vulnerable, the pastoral and emotional support given is very effective. Pupils whose parents serve in the armed forces have a special club, 'Little Military Troopers', and are given extra support by a trained emotional-support learning assistant. Pupils with special educational needs and/or disabilities make good progress in their learning. In 2018, although attainment was at national averages, progress was much slower, especially in mathematics. School leaders recognised this and put measures into place to address it. However, these have not yet had the desired effect and the impact of the vision on academic flourishing has not been as strong. The school lives its vision through its clear sense of itself as a welcoming and inclusive community. Pupils support one another and value diversity and difference. Pupils' spirituality is enhanced by the opportunities given to them and the chances to reflect. Lessons are sometimes taken in the tented area in the grounds, called the 'yurt', which enables pupils to look at the wonders of nature and Reception pupils have been exploring their own identity in artwork. However, there is no agreed definition of spirituality across the school.

The curriculum allows pupils to explore disadvantage, deprivation and injustice. Pupils from Year 6 visited Helena Kennedy QC to discuss whether the Magna Carta was still relevant today and they have written letters to the Prime Minister about inequality in Britain. They have donated old shoes for Africa and their annual school walk raised money for local carers. Pupils speak convincingly about global exploitation. Nevertheless, many of these projects are teacher-initiated and pupils themselves are not engaged in social action projects.

Pupils know they can make a difference to their community by their using Christian values of friendship and forgiveness. Behaviour in the school is good and pupils know how to resolve differences by discussion. They are actively taught how to debate and disagree. They say that the vision reminds them to want to be friends always. However, not all pupils are clear that forgiveness and reconciliation are rooted in Jesus' teaching. Pupil voice is listened to carefully by staff, there is an active 'house parliament' and the governors meet with pupils to consider their views. Pupils feel safe to express their viewpoints. The provision for pupils' mental health and well-being is given high priority. Staff also feel the vision ensures they are well supported and cared for. They welcome regular meetings with the governors and say that the headteacher is highly supportive and kind, remembering birthdays and providing advice when they need it. They are given opportunities to develop their work through continuing professional development and are kept abreast of developments in church school education by briefings from the headteacher.

Pupils enjoy collective worship, saying that it is a time to be calm and to reflect. Worship is invitational and there are opportunities for stillness, reflection and prayer. There are opportunities to write prayers which are shared in school and the church. Pupils like the 'Open the Book' worship, when they can be more actively engaged. Different year groups lead the worship at Harvest, Christmas and Easter in the church and Year 6 are enabled to do this at

their leavers' service. There are relatively few other opportunities for pupils to plan and lead worship in school. Worship is led by the headteacher, staff, the ex-officio governor and on occasions other clergy such as the Methodist or free church minister. As a result, pupils are aware that God may be approached in a variety of different ways. The pupils understand the concept of God as Father, Son and Holy Spirit by the lighting of candles and liturgy. There is a growing awareness of the importance of the Eucharist, but the governors have made the decision that, as church baptism services are sometimes held in school, they will not offer Eucharist. Planning of collective worship based on Values for Life is undertaken by the ex-officio governor with the headteacher. The themes deepen the understanding of the value as the week progresses. Evaluation is undertaken by pupils and changes made as a result, but this is not entirely systematic.

Planning in RE is detailed and often very creative using art, drama, models, pictures and artefacts. The adoption of the Understanding Christianity resources alongside the Wiltshire Agreed Syllabus has helped to raise staff subject knowledge. The use of 'big' questions is well established, with pupils enjoying sharing and justifying ideas. Pupils show a good knowledge of bible stories. They enjoy studying a range of world religions and comparing different themes and demonstrate a good level of understanding. Work in RE is monitored by the headteacher and the ex-officio governor. The Statement of Entitlement is met. The recommendations from the previous inspection have been acted upon.



**The effectiveness of RE is Good**

Teaching in RE is good. Pupils enjoy the lessons and are often challenged to think at a deeper level. For example, pupils in Year 6 studied a poem by George Herbert which had been linked to the theme of salvation. This enhanced their understanding of the concept and raised a number of other questions in pupils' minds. The pupils receive feedback on their work. Assessment is developing. Pupils are assessed against termly targets and areas revisited the next year if they do not meet them. Assessment is not yet sufficiently refined to capture the depth of thinking of some pupils. Vulnerable pupils are well supported and make good progress.

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