

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

<b>Baden Powell and St Peter's Church of England Junior School</b>			
<b>Address</b>	Mill Lane, Parkstone, Poole, Dorset, BH14 8UL		
<b>Date of inspection</b>	2 October 2019	<b>Status of school</b>	Junior academy inspected as VC Harbourside Learning Partnership
<b>Diocese / Methodist District</b>	Salisbury	<b>URN</b>	142974

<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

Baden Powell and St Peter's is a junior school with 728 pupils on roll. The majority of pupils are of White British heritage. 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 below national averages. The school became an academy and joined the Harbourside Learning Partnership multi-academy trust in July 2016.

### The school's Christian vision

'Whatever you do, work at it with all your heart'  
Colossians 3:23

The vision for our school is striving to achieve our very best, so that we may flourish and grow, in a community of learning with Christ at our side.

### Key findings

- Leaders have taken time to generate a Christian vision and associated set of values for the school which are deeply rooted in the context of the community. The theological understanding of these is being increasingly deepened, thus laying a foundation from which exemplary practice may be developed.
- The leaders of the school are determined that all pupils should flourish and grow and to this end have secured an inclusive, calm and purposeful environment in which behaviours for learning are of a very high standard.
- Collective worship is carefully planned and forms an effective underpinning to the school's vision. Further incorporation of time for reflection and links to the theological basis of the school's vision are now needed to maximise opportunities for spiritual development.
- Leadership of religious education (RE) is exemplary. This has led to RE having a high status within the school, which is impacting significantly on pupils' religious literacy.

### Areas for development

- To develop and implement a more systematic process for evaluating the impact of the school's vision over time in order to identify areas for the development of innovative and exemplary practice.
- To ensure that progressively deeper opportunities are explicitly planned for within the curriculum and wider life of the school to enable pupils to grow in their spirituality.
- To implement further training and development on collective worship in order to grow confidence in making theological connections and in incorporating time for reflection.

**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 drive for all pupils to achieve their fullest potential has been distilled into a vision and associated set of values which have a distinctively Christian basis. This vision was generated with significant care to involve all members of the community, as well as drawing on partnerships with within the Harbourside multi-academy trust, and is now clearly embedded in the life of the school. Parents greatly appreciate the clarification of the faith foundation of the school which this has brought and feel that the Christian vision of the school is presented in a meaningful and inclusive way. Staff and pupils are able to discuss the Christian basis of the school's values and explain what it means to learn with 'Christ at our side'. One pupil commented that, 'We don't work hard so that we can be better than other people but so that we can serve God's world.' This ethos extends beyond the school itself to the many opportunities which pupils have to engage in activities to address disadvantage and exploitation of the natural world. These have included Christian Aid projects, creating a bench out of waste plastic bottles and supporting the local food bank. Governors informally monitor the effectiveness of the school as a Church school but feel that the more overt vision and values now provide them with a basis from which to formulate a systematic plan for further monitoring and improvement. This is a recommendation from the previous inspection which has been partially addressed.

Drawing on its vision, the school carefully focusses on the needs of each pupil and, as a result of this, pupils in all year groups currently make strong progress from their starting points. Parents feel strongly that pupils are truly known as individuals and this is evidenced through the wide range of academic and pastoral provisions which are in place to ensure that all pupils flourish. These include conferencing time specifically set aside for class teachers to work on a one-to-one level with vulnerable pupils and the employment of two pastoral support workers. As a result of this provision, the progress made by disadvantaged pupils is above the national average for writing. The curriculum has been specifically developed in line with the school's vision in order to ensure that all pupils are enthused by their learning and develop a sense of personal aspiration as well as aspiration for each other. This is evident from the way in which pupils can frequently be heard to praise each other's work around the school and is summed up in the 'achievement prayer' in the school hall, which was written and illustrated by one of the pupils. Leaders are able to articulate their understanding of spirituality and how it develops through a range of activities but this understanding has not yet been made overt in the life of the school.

The vision of the school clearly underpins relationships at all levels; parents speak highly of the respect which staff display toward pupils and this respect is mirrored in the pupils' own relationships. This is exemplified through the 'compliments wall', on which each pupil has been identified through positive praise by their peers. The pupils are clear that their school is a place where all are treated with dignity and respect and their awareness of wider diversity is raised through curriculum topics and initiatives such as Black History Month. Pupils draw on the school's values to inform their choices and staff are very clear that if a pupil makes a poor choice, restorative processes are used to enable them to move on from this. A member of staff commented that, 'Our values guide us to always act with compassion; a fresh start is always available for everyone.' The school has implemented a range of initiatives to promote positive mental health, such as 'Stormbreak' and 'Phizifit', as well as running a mindfulness club, which is offered free to vulnerable pupils. Wellbeing has been integrated into staff appraisals and, in line with the school vision, the leadership are committed to providing teachers with release time so that they can flourish through professional development.

Collective worship is carefully structured around values themes and is understood by the community to be a time for coming together to share in and celebrate the school's vision. Pupils are able to discuss a good variety of biblical stories which they have explored in collective worship and explain how these underpin the school values and their decisions in life. The Christian belief in the trinitarian nature of God has been explored through RE topics but has not yet been engaged with as a way of developing pupils' spirituality in collective worship. Aspects of Anglican liturgy and tradition are encountered by the pupils when they attend worship for key festivals in the local parish church. Parents, pupils and staff particularly value these opportunities to worship together in the church and the maintenance of these services, despite the logistical difficulties involved, is testament to the school's dedication to maintaining the link between school and parish. Pupils are involved in aspects of leading worship and regularly carry

out thoughtful evaluations of worship. Prayer is increasingly taking a central place in the life of the school and pupils are able to articulate their understanding of prayer as, 'thinking about what Jesus would want'.

The RE leader has put in place an innovative approach to recording pupils' learning using 'big books', which enable all pupils' developing understanding of Christianity as a living world faith to be captured and built upon. RE has been given a significant status within the school by being blocked into a week-long topic each half-term. It is clear that pupils' religious literacy has been enhanced significantly as a result of this commitment of curriculum time. Clear and manageable assessment systems have been put in place and the RE leader makes thorough use of outcomes to refine provision for learners further. RE teaching and the work in pupils' books demonstrates that they explore theological concepts in depth and relate these to their own experiences. The curriculum enables pupils to develop knowledge and understanding of a range of world faiths and they are able to draw thoughtful comparisons between these.

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