

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Sandford St Martin's Church of England Primary School			
Address	Sandford, Wareham, Dorset, BH20 7BN		
Date of inspection	27 November 2019	Status of school	Voluntary aided primary
Diocese	Salisbury	URN	113818

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
	The effectiveness of religious education (RE)	Grade	Good

School context

Sandford St Martin's is a primary school with 389 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 in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The school has undergone a period of instability in terms of its leadership over recent years but the situation is now becoming increasingly settled.

The school's Christian vision

To be secure, happy and helpful; believing anything is possible with hard work, faith and dedication. We dare to dream for ourselves and make a difference for others.

'Roots to grow,,,wings to soar.'

Key findings

- Current leaders of the school have made its Christian foundation the starting point for its development going forward and this has been pivotal in creating a happy, purposeful environment in which all can flourish.
- Collective worship is an increasingly central aspect of the life of the school. It is valued by pupils and adults and informs their ability to live out the school's Christian values.
- Pupils are highly compassionate and inclusive in their outlook and this now needs to extend into greater understanding of global issues.
- Every pupil is valued as an individual and the school has invested deeply in ensuring that a curriculum is in place which fosters high levels of aspiration, perseverance and resilience.
- There have recently been significant improvements in provision for religious education (RE) and these now need to be further embedded.

Areas for development

- Ensure that the Christian basis of the school's vision and values is clarified and made more clearly explicit so that it can be more consistently articulated by all members of the school community.
- Continue to embed the improvements that have been put in place in terms of the leadership of RE in order to shape increasingly high-quality practice and provision.
- Develop opportunities for pupils to think globally and make connections between justice issues within their community and the wider world.

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

In generating the renewed vision for Sandford St Martin's, leaders at all levels were determined to place the Christian ethos of the school at its heart. Over the past two years, the headteacher, supported by his leadership team, governors and clergy, has worked with determination to ensure that the school lives out the Christian values that form the basis of its vision. This has included working in partnership with the diocese and other local Church schools to foster a raised understanding of Church school education among the staff, as well as making strong appointments of staff who highly value the Christian ethos of the school. One recently appointed teacher commented that it was the deep sense that love was at the heart of the school when he first visited that made him sure that this was the place that he wanted to work. While adults and pupils throughout the school community are able to explain why their vision is distinctively Christian, further work on explicitly clarifying this and visually referencing it around the school is needed to foster greater consistency of understanding.

The parish church is integrated within the school building. The vicar, parish children's worker and school leadership are highly committed to ensuring that this arrangement provides the fullest opportunity to enhance pupils' understanding of the meaning and significance of faith. Through a wide range of activities, the church space has become a spiritual hub at the centre of the school's life. Governors pray through the school's vision at the start of every meeting and ensure that the vision is realised in the life of the school through monitoring and improvement planning. All areas for development identified at the previous inspection have been addressed, though the full realisation of their impact remains a continuing journey.

Significant work has been undertaken to develop an enriched curriculum in which each unit of work is specifically rooted in the school's values. Planning across the curriculum builds toward the school's vision of enabling pupils to 'soar' through the development of aspiration and enthusiasm for learning. While pupil progress has declined over the past three years, there is now an improving trend in outcomes. In line with its vision, the school is dedicated to meeting the needs of vulnerable learners and ensuring that provision is made for the flourishing of all. Governors have interviewed every pupil in receipt of pupil premium funding about their aspirations and actions have been taken as a result. One pupil confirmed that, 'Jesus saved all kinds of people and that is why no one is left out in our school.' The school has a very clear understanding of spirituality and has demonstrated, within its policy and practice, how this is fostered through many aspects of the life of the community. A notable example is the recent investment that the school has made in training a large number of staff to lead the Forest Schools programme.

Pupils are very clear that the ethos of the school supports them in making positive choices. One pupil reported that, 'Although we all get things wrong sometimes, teachers always talk it through with you and help you understand how to do better.' Problems between pupils are approached restoratively and pupils speak with great enthusiasm about the recently established 'choice-chance-consequence' system, which offers them the opportunity to make a fresh start and be rewarded for their efforts. The governors recently undertook a wellbeing and mental health survey of the school community and the 'jigsaw' scheme has now been introduced in order to enable the school to further improve its provision in this area. Joint working with parents has been a significant feature of the way in which the school has been able to lead individual pupils from crisis to integration. One parent told of how her child had been at the point of refusing to attend a previous school but at St Martin's was now 'literally soaring'. In seeking to live out its inclusive Christian vision, the school is highly alert to any instances of prejudicial behaviour. Where these have occurred, the school has worked with care to ensure that pupils understand why this is unacceptable and to move the situation forward so that so that all pupils know that every personal characteristic is equally valued and, therefore, all feel welcomed.

A central aspect of the Christian vision for the school has been that the pupils should develop thankfulness for all they have and compassion for others. The impact of this is evident in the many activities that pupils undertake, often at their own instigation, to support others and reach out within their community. An innovative example of this is that pupils have received 'dementia friendly training' and regularly go to meet with elderly residents at the care home adjacent to the school. Pupils are passionate about environmental issues and they have joined with pupils from other local Church schools to explore Christian perspectives on the environment. An 'eco-club'

run by parents is a very popular feature of the school. However, the school's engagement with global justice issues and international partnership is currently underdeveloped.

Under the leadership of the current headteacher, collective worship has come to hold a more valued place in the life of the school. Pupils and adults say that collective worship now informs their understanding of the Christian basis of the school's values and enables them to carry these in their hearts. Pupils and adults clearly enjoy the range of worship songs that have been introduced and the actions that accompany these help them to internalise the messages. The vicar and children's worker play a key role in developing collective worship and the pupils very much enjoy the opportunity to pray in the church space. The trinitarian nature of God is explored through New Testament stories. Prayer is becoming a more natural part of the school culture and the prayer spaces that were recently set up for 'Thy Kingdom Come' were particularly successful.

A senior member of staff has recently taken over the leadership of RE and has made a good impact in ensuring that provision now reflects the Church of England Statement of Entitlement. Through a well-planned curriculum, pupils have the opportunity to engage reflectively with Christian concepts and develop a coherent understanding of the overarching story of the Bible. Pupils learn about a range of world religions and are able to thoughtfully consider the differences and similarities between these. The RE leader has received effective professional development from the diocese and has joined a local Church school hub in order to further her own understanding of current approaches to RE.



The effectiveness of RE is Good

The quality of teaching is good in all year groups and particularly rich activities are offered in the Reception classes. Teaching is differentiated in order to enable all pupils to access the ideas being explored and there is good progress across year groups. Systems of assessment have been improved in order to enable the subject leader to gain a clear perspective on pupils' attainment and there are plans in place to refine these further.

Headteacher

Paul Beveridge

Inspector's name and number

Richard Wharton - 835