

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

<b>Cherhill Church of England School</b>			
Address	Middle Lane, Cherhill, Calne, Wiltshire, SN11 8XX		
Date of inspection	27 November 2019	Status of school	Voluntary aided primary
Diocese	Salisbury	URN	126313

<b>Overall Judgement</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>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

Cherhill is a primary school with 193 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 above national averages. The school has a close partnership with the parish church.

### The school's Christian vision

'Every Child, Every Chance, Every Day'

Our vision for Cherhill C of E Primary School is to provide a caring, creative, Christian community where everyone will achieve with confidence and enjoyment. We will nurture growth and development in all aspects of school life so that everyone will enjoy:  
'Life in all its fullness.' The Gospel of John (10:10)

### Key findings

- Pupils have a well-developed understanding of Christian values, thoughtfully linking these to Bible stories. They confidently explain how values help them to overcome barriers to their learning and shape their behaviour.
- Leaders have brought new enthusiasm and focus to the work of being a Church school, ensuring the vision has a central role in the school's development. Significant improvements have raised the quality of collective worship although there are insufficient opportunities for pupils to plan and lead worship.
- The vision shapes this warm, caring community where all show a high degree of respect to one another. However, pupils' knowledge of global communities is not fully developed.
- The vision inspires pupils, raising their aspirations and self-belief. This is enhanced by the number of opportunities pupils have to take on additional responsibilities, developing their leadership skills.
- The quality of teaching and learning in religious education (RE) is improving where staff are increasingly confident to use new approaches which engage pupils.

### Areas for development

- Extend pupils' understanding of global communities so they become confident advocates for change and challenge inequality and injustice.
- Enable pupils to plan, lead and evaluate worship regularly so they can lead initiatives to raise its quality, developing greater ownership.
- Ensure high quality experiences to deepen pupils' understanding of spirituality are embedded in planning across all subjects which allow them to confidently express their ideas in creative ways.

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**

Leaders ensure that the Christian vision has a central and influential role across the school. Increasingly, the vision is shaping the strategic development and daily life. The vision highlights the importance of the provision to meet the diverse needs of all pupils, particularly those who are vulnerable. It strongly promotes raising pupils' aspirations and self-esteem, enabling them to achieve their God-given potential. Leaders articulate a secure understanding of the theological principles underpinning the vision. They point to the example of Jesus' life and teaching and how using Christian values enables everyone to have life in all its fullness. In addition, each is special to God with particular talents. Life in its fullness goes beyond academic success; it enables pupils to work together and value spiritual moments. Annually staff review the difference the vision makes by evaluating if all pupils have life in all its fullness. This has led to developing the provision for spirituality and raising attainment in mathematics. Pupils have a growing appreciation of the vision and a well-developed understanding of Christian values. Older pupils explain that by using Christian values they can have life in its fullness.

The vision enthuses staff to find creative ways to meet the needs of all learners. All staff challenge pupils to have high aspirations and to be the best they can be. The language of achieving and perseverance is established and used by pupils and staff. Pupils articulate the significance that Christian values make to their learning and give numerous examples where they are resilient or make creative responses. They are confident to articulate which Christian values are used in learning and daily life and the difference these make. There is a wide range of strategies to meet the needs of pupils who have special educational needs (SEND). This enables vulnerable pupils to frequently make similar progress to their peers, raising their self-belief. The SEND leader shares a number of high-quality practices with other schools. Overall pupils' attainment is in line with national expectations, with reading as a particular strength.

The vision promotes partnerships which enhance the opportunities which pupils have for learning. The quality of leaders' monitoring is extended by joint evaluations with other headteachers. Good practice in mathematics and more opportunities for reflection and spirituality have enhanced the school's provision. Diocesan advisers support evaluations and provide well-focused training on identified areas.

The vision inspires leaders to create a vibrant curriculum which engages and stimulates pupils' learning. Pupils enjoy their learning through 'sensational' starters and 'fabulous' finishes which make learning exciting. A wide variety of opportunities, particularly in music and sport, enable pupils to fulfil their potential. 'Pause days' allow pupils to deepen their understanding of disadvantage and deprivation of the natural world in different subjects. For example, pupils could talk about climate change in geography and consider how this could be tackled. A particular strength is the additional responsibilities pupils undertake, developing leadership skills. An eco-team introduced strategies to make the school more environmentally friendly. House captains and peers lead projects which raise awareness of injustices. Pupils understand the importance of caring for God's world through learning about the rainforest, responding positively. Pupils are beginning to raise their own issues and independently develop these. Leaders' astute reviews lead to greater opportunities for spiritual development and reflection. An agreed understanding of spirituality is shaping pupils' experiences. At present however these experiences are not progressive or identified in planning. Nor do they allow pupils to express their ideas in creative ways.

The new leadership team has brought renewed enthusiasm and focus to the work of being a Church school. The importance of Christian values is emphasised alongside raising the profile and impact of collective worship and RE. A strong cohesive team is established, who share the vision. Staff feel valued and give examples where they have been nurtured, enabled to fulfil their potential. This has led to staff taking greater responsibility and leadership. Leaders' monitoring is ongoing and rigorous, leading to numerous improvements, particularly in collective worship and the curriculum. Governors are dedicated to their roles, working closely with subject leaders effectively reviewing progress on initiatives and informing future actions.

The vision and associated values clearly shape the rich relationships in this inclusive community. Pupils' behaviour is of a high standard with staff modelling what the values look like in practice. Older pupils become buddies or

anti-bullying ambassadors, resolving minor disputes. The importance of forgiveness and reconciliation are well understood through values and Bible stories. A high degree of respect is evident which pupils attribute to the values. Recent Church school education reports have effectively shaped the school's approach to extend dignity to everyone.

Significant improvements have raised the importance of collective worship and the difference it makes for pupils. Planning is more detailed, progressively developing pupils' understanding of Christian values. The vision is reflected in the biblical stories explored which show the Christian distinctiveness of each value. Pupils have a sound understanding of prayer. Some pupils respond spontaneously in prayer to issues raised in worship. Class reflection areas are established which pupils value as they help them to be calm and reflect. Older pupils take responsibility for these, discussing with peers what they feel would be helpful. A few pupils now plan and lead worship, but this is not well developed, nor do they lead improvements. Pupils have a growing appreciation of the trinitarian nature of God. Governors' evaluations have enhanced leaders' ongoing monitoring. Most pupils feel that worship is valuable as it brings the community together and deepens their understanding of Christian values.

New resources, such as Understanding Christianity, have helped to raise staff subject knowledge in RE and the variety of approaches to teaching. Big questions on philosophical and theological issues are now explored. The depth of pupils' discussions is rising. Pupils use approaches where they verbalise and share ideas using prepared sentence starters. This is an exciting project which is raising pupils' enjoyment in learning. Pupils enjoy reasoning through their ideas, listening to others and refining their beliefs. This enables pupils to disagree well and recognise the importance of others' beliefs. RE is seen as a safe place to share ideas, as all opinions are valued. Pupils are beginning to talk about key theological concepts, such as incarnation, with greater clarity. World faiths are explored deepening pupils' understanding of diversity. Assessment strategies are secure and help to identify pupils who require additional support. The subject leader is knowledgeable and enthusiastic, driving further improvements. However, she has been unable to access local RE centres where new ideas are shared.



**The effectiveness of RE is Good**

Teachers create a variety of approaches to learning, raising pupils' interest. Pupils are nurtured to reflect upon the importance of new ideas, considering the relevance for them. Teaching and learning are good and rising. Monitoring by the subject leader is effective and staff are confident to use new approaches. Pupils' attainment is good and at least in line with expectations. Vulnerable pupils make similar progress to peers as they are well-supported in discussions.

Headteacher	Andrew Ind
Inspector's name and number	Rev David Hatrey 844