



National Society Statutory Inspection of Anglican and Methodist Schools Report

Dinton Church of England (VC) Primary School

Hindon Road
Dinton
Salisbury
Wiltshire
SP3 5HW

Diocese:

Local authority: Wiltshire
Dates of inspection: 9th October 2014
Date of last inspection: 17th March 2010
School's unique reference number: 126383
Headteacher: Janet Mason
Inspector's name and number: Dianne Christopher (731)

School context

Dinton Church of England (VC) Primary School is smaller than average with 109 pupils on roll. Most pupils are of white British heritage. 22% of pupils have special education needs. 14% of pupils qualify for pupil premium. A new chair of governors and foundation governor were appointed in September 2014 and the head teacher has been in post for two years. A building extension was recently completed in October 2014.

The distinctiveness and effectiveness of Dinton Church of England School as a Church of England school are satisfactory

- Within the school there is a sense of belonging to a Christian family implicit in which enable pupils to feel secure and confident
- The school has a positive ethos where every child is treated as special and unique
- The strong links between St Mary's Church and the school, placing both at the heart of the community
- The friendly, nurturing and secure environment that is well supported by staff and governors and the excellent pastoral links with clergy and the church community

Areas to improve

- Identify, involving the views of all stakeholders, distinctive Christian values in the school and ensure that they explicitly underpin the overall effectiveness of the school.
- Develop and formalise systems for monitoring and evaluating church school distinctiveness, including formalising evaluation procedures for worship.
- Audit and monitor the spiritual, moral, cultural and social development in all areas of the school in order to further each aspect and ensure progress for every learner

The school, through its distinctive Christian character, is satisfactory, at meeting the needs of all learners

Dinton is a small primary school at the heart of the rural community. Relationships throughout the school are positive and pupils are able to explain the impact they have on others by ensuring that their behaviour is appropriate. Older pupils are given responsibilities within school and often solve playground conflicts and support others who may be upset, enabling them to demonstrate Christian tolerance and care for others. One child commented at playtime, 'We look out for each other'. Learners say that they feel safe in school and always have an adult with whom to share their problems. Behaviour and relationships between pupils are attributed to good pastoral care. Pupils were keen to say how much they enjoyed being at school. One learner said, 'I like school, because the teachers make the work interesting and it's challenging too', this was endorsed by other members of the group. Attendance is good at 95.5%. A variety of extracurricular clubs help encourage teamwork and enhance skill development whilst encouraging perseverance and commitment. These include bell ringing, sport and musical opportunities. Many church activities such as "Messy Church" enrich the pupils' spiritual experience. There is no doubt that Christian values are fundamental to all stakeholders however these are not articulated explicitly or clearly. The school environment is colourful, with Religious Education (RE) displays and artefacts that enhance the environment. However, few symbols or signage were evident throughout the school to demonstrate its distinctive Christian character. Parents are supportive as one said, 'My child loves school and has settled really well.'

The impact of collective worship on the school community is satisfactory

Collective worship occupies a valued place in the life of the school. In the hall there are appropriate notices displayed. A cross, a candle, bible and prayers are set out each day. Worship broadly follows the church calendar as well as linking moral, social, health and current issues, thereby enabling learners to develop insight into the life of the church and the teachings of the Bible. Clergy and other visitors regularly lead collective worship enabling learners to encounter a variety of styles in whole school and class worship as well as the fortnightly 'celebration assemblies', when pupils' talents, both in and out of school, are acknowledged. The Bridge, a Christian group, provides a weekly worship integrating their plans with school themes in an innovative and interactive fashion. However, there is no formal method of recording or evaluating collective worship. Pupils' attitudes towards collective worship are positive. This was borne out by a pupil's comment 'worship makes me think about what to do in a difficult situation'. Planning for worship is thorough, although the school recognises the need for this to be further developed, and includes recognising the celebrations and festivals from other religions, Older pupils play an active role, through organising seating and projectors, but are not currently involved in planning or evaluating worship. Worship is consistently and recognisably Christian, containing elements of the Anglican tradition. This makes a contribution to the learners' spiritual and moral development, relating to their own experiences and real life. Collective worship provides good opportunities for pupils to reflect and pray and pupils have a good understanding of prayer. Even the youngest children, can explain how it doesn't matter if you pray to God, the Father or Jesus as, 'they are all the same'.

The effectiveness of the leadership and management of the school as a church school is satisfactory

The head and governors are all aware of the importance of the distinctive Christian values of a church school; however there has not been a strong enough emphasis placed on the distinctiveness of the school's Anglican foundation. For this reason the school is only satisfactory as a church school. Christian values do not underpin the planning, policies or evaluation make less impact on pupils' achievement. Foundation governors have not taken effective steps to monitor the school as a church school. Ways to include all stakeholders have

yet to be firmly established and embedded into school practice. As a result development issues following the last Church school inspection have not been fully addressed. The head teacher and governors are committed to and focused on raising standards, particularly for writing across the school. The leadership have worked hard to establish effective assessment systems and teachers are carefully deployed to meet the identified needs of learners, resulting in targeted learners making satisfactory or better progress. Modelling, learning walks and observations have taken place to support individual practice. Staff morale and expertise is improving, especially when delivering the new RE programme and schemes of work that are being embedded throughout the school. The head teacher regularly attends RE leadership meetings that provide support and opportunities for sharing information with other local schools. Learners enjoy RE lessons. The staff have received training and support from the diocese on spirituality, although these have not had time to have an impact. Good induction and transition procedures for learners have developed with the pre school and secondary school, enabling learners to feel safe and settle quickly and confidently in new environments. Excellent links with the local churches make sure that learners are aware of and included in the wider Christian family. The school meets the statutory requirements for collective worship and RE.

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