Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

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| **Stogursey Church of England Primary School** | |
| Tower Hill, Stogursey, Bridgwater, Somerset, TA5 1PR | |
| **Current SIAMS inspection grade** | **Good** |
| **Diocese** | **Bath and Wells** |
| Previous SIAMS inspection grade | Satisfactory |
| Local authority / Date of academy conversion [delete as appropriate] | Somerset |
| Date/s of inspection | 14th March 2018 |
| Date of last inspection | 26th March 2015 |
| Type of school and unique reference number | Voluntary Aided 123839 |
| Headteacher / Executive Principal / Head of School [delete as appropriate] | Rebecca Barnes |
| Inspector’s name and number | Ann Gibbs 786 |

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| **School context**  Stogursey VA Primary School is a smaller than a average rural school with 72 pupils currently on roll and a pre-school attached. Pupils are drawn from the local area and the majority are of White British heritage. They are taught in three mixed age classes. The school is currently in consultation to join Haygrove Multi Academy Trust. The headteacher has been in post for five years. The percentage of pupils for whom the school is in receipt of ‘pupil premium’ funding is lower than the national average and the school has a higher than average percentage of pupils who have special educational needs. |
| **The distinctiveness and effectiveness of Stogursey VA Primary School as a Church of England school are good**   * Through the establishment of a clear vision and set of values the school now demonstrates its distinctive Christian character. These have a positive impact on the attitudes and behaviour of pupils. * Collective Worship is well planned and structured and plays a significant role in embedding the distinctive Christian character of the school. * The teaching of RE, with its new schemes of work, is developing, leading to improved outcomes for pupils. The subject plays a significant role in the spiritual, moral, social and cultural (SMSC) development of pupils. |
| **Areas to improve**   * Communicate the school’s Christian vision and values explicitly to ensure that its Christian character is fully understood and supported by parents and the wider community. * Introduce opportunities for pupils to take greater responsibility for collective worship to enhance their understanding of core Christian beliefs and values. * Fully embed monitoring and assessment procedures in RE to ensure a continuing capacity to improve teaching and pupil outcomes. |

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| **The school, through its distinctive Christian character, is Good**  **at meeting the needs of all learners**  StogurseyPrimary School is a good school where pupils feel safe and enjoy their learning. It has a strong sense of community supported and enhanced by its Christian values. The school community has worked hard recently to embed its chosen values and pupils are able to articulate these and explain how they make a difference to their daily lives. One pupil, a member of the school council, explained how values are used to encourage considerate behaviour and commented that all pupils understand this. Pupils are also able to make connections between the six values used by the school and the life and teaching of Jesus.  Pupils’ understanding of the school’s vision and values is communicated clearly in displays that they have created around the school. Work is continuing to ensure that parents and the wider community are fully aware of the school’s vision and values as a distinctive church school. Parents comment on the importance for their children of the school’s Christian character and the caring ethos that exists. They feel that their children are well supported and treated as individuals. The strap-line that the school has adopted, ‘Let your light shine’ (Matthew ch.5 verse 16) is clearly in evidence throughout the school and all documentation. As a consequence, it is known and understood by pupils and the majority of parents. Pupils can explain what this means for them and how their individual gifts and skills are celebrated.  The impact on pupils’ SMSC development of both collective worship and RE is clear in the way in which they discuss the issues raised and in their behaviour around the school. The planning of the curriculum with special ‘box of delights’ days means pupils explore a theme or focus in more depth, developing spirituality and thinking skills. Pupils enjoy RE lessons and have a good understanding of Christianity as a world faith. They respect other faith communities and have a curiosity to explore and understand diversity and difference.  The needs of each pupil are assessed and addressed leading to most pupils making expected progress. An unexpected dip in results last year has been analysed by staff and governors and measures put in place to support all pupils. The school’s values of courage and resilience have been used to help pupils and the impact of this is pupils who are showing confidence in their learning. Parents acknowledge and appreciate this support and the way this impacts on pupils as they make the transition to secondary school.  Links with other schools (in particular the local secondary school, Haygrove) are strong and have been further developed as Stogursey School investigates the possibility of joining Haygrove Academy Trust. The connections made enable pupils to take part in a broader range of activities and for the school’s ethos and values to be shared. |
| **The impact of collective worship on the school community is Good**  Collective worship is a strength of the school and has a significant impact on pupils’ understanding of Christian beliefs and traditions in addition to the school’s values. Pupils enjoy collective worship, participating fully when the opportunity arises. They join in enthusiastically with worship songs and prayers, especially the school prayer, based on their chosen values. It is clear from the displays around the school and reflection areas in classrooms that pupils also appreciate space for personal reflection and prayer. Pupils talk about the importance of prayer in their lives and show respect for those who have a faith.  The school’s Christian values are used as a focus for the planning and delivery of collective worship reinforcing pupils’ understanding of them and the links with biblical teaching. Pupils value being able to explore ideas and their own spirituality through reflection and prayer. All classrooms have areas for reflection and these are well used by pupils with their own prayers displayed, reflecting their concerns for themselves, their friends and family and the wider community. Pupils recognise the significance of the Christian faith and have a developing understanding of its core beliefs, including the belief in God as Father, Son and Holy Spirit.  The experience of the varied styles of worship offered by the local minister, youth worker and ‘Open the book’ team helps pupils to understand that people celebrate their Christian faith in many different ways. Pupils reflect positively on these visits in their evaluations, explaining what they have learned. Services to mark Christian festivals and the annual leavers’ service are held in the local church, supporting pupils in their knowledge of Anglican traditions and enhancing links with the wider community. Parents and pupils report that these are memorable occasions, much valued by the school community and the church. The local minister recognises and values the opportunities that links with the school provide for the church to strengthen relationships with children and young families in the community.  Pupils are able to make connections between the issues explored in collective worship and their learning in RE, relating these to events in their own lives. One parent commented on the way her child speaks quite naturally about Jesus’ life and teaching linking this with her experiences. Pupils speak with confidence and enthusiasm about their ideas and reflections and are well placed to take on greater responsibility for worship. Recently pupils have become involved in the monitoring and evaluation of collective worship and their responses show the impact of what they have learned on their understanding of Christianity and the school’s values. Governors often attend collective worship and take an active role in its monitoring and evaluation. Their feedback informs and supports the headteacher and her staff in the planning and delivery of good collective worship. |
| **The effectiveness of the religious education is satisfactory** Under the effective leadership of the headteacher RE has been redeveloped over the past year using the ‘Understanding Christianity’ course in addition to aspects of the local authority syllabus, ‘Awareness, Mystery and Values’. New schemes of work focused on Christianity are now being established, using a range of resources to enhance pupils’ learning. Staff, supported by the headteacher, are gaining the skills and confidence needed to deliver effective RE lessons which allow pupils to develop deeper thinking skills of enquiry and analysis. In the lessons observed, all teaching was at least satisfactory and there were examples of good practice. For example, in one lesson pupils were engaged in a range of activities which helped them to explore the topic in a variety of ways aiding their understanding. Good teaching is seen across all classes but is not yet consistent.  Pupils enjoy RE and can articulate connections between what they learn and the school’s Christian values. Some pupils are beginning to reflect more philosophically on what they are learning and what it means for their own lives. One pupil, talking about the death of Jesus and who was responsible expressed their opinion that ‘we are all responsible because we are all sinners and Jesus died to cleanse us from our sins’. Written and verbal responses are showing a growing depth of understanding and the majority of pupils are making expected progress.  Pupils are aware of world religions and show respect for diversity and difference. Their comments show that they have a reasonable knowledge of world faiths which is developing as pupils apply the skills they are learning throughout the revised RE course.  RE makes a significant contribution to the spiritual, moral, social and cultural work of the school, enabling pupils to reflect on their own behaviour and attitudes in the light of what they have learned.  Staff and governors are improving the monitoring and assessment of RE through regular reviews, work scrutiny and learning walks but this is not yet fully embedded. The system of feedback for pupils informing them of progress and steps needed for further improvement is not fully developed.  RE is not yet good because new teaching methods and resources are still being established and have not fully impacted on the learning and attainment of pupils. |
| **The effectiveness of the leadership and management of the school as a church school is Good**  Self-evaluation strategies are well used by senior staff leading to appropriate development planning based on the school’s vision to strive for the educational, physical, spiritual and emotional development of pupils. Their vision is underpinned by the school’s Christian values of courage, resilience, kindness, friendship, thankfulness and love. As a result, most pupils make good progress and the Christian ethos of the school is evident in all its activities. Governors are proactive and regular visitors to the school. Their monitoring activities have been strengthened in order to give appropriate challenge to the staff and leadership team. There is a particular focus on the Christian character of the school and how its values underpin its activities. A designated group of governors now have particular responsibility for RE and SIAMS and this development ensures that the school’s distinctive Christian character is effectively monitored and promoted. Governors are a welcome presence in the school for staff and pupils and the headteacher values their support.  The headteacher’s commitment to RE and collective worship ensures that they are given significant time within the school day. Her leadership ensures that both elements are well planned and evaluated to ensure they promote the spiritual, moral, social and cultural development of pupils. RE is allocated the appropriate amount of time in the curriculum and is taught as a discrete subject. The headteacher ensures that the subject is given a high profile in the school.  Relationships with the local church and wider community are increasingly positive and mutually beneficial. Pupils regularly visit the local church which they see as their church and people in the community are more regularly joining them in their visits for special services. All stakeholders comment on the ethos of the school which has a strong sense of community and family. Parents are supportive of the headteacher and her staff and value the distinctive ethos of the school.  The school has recently moved towards joining Haygrove Academy Trust. In making decisions about this the headteacher and governors have carefully considered the benefits for the school’s distinctive Christian character and the opportunities created for pupils to experience diversity. In addition, support has been given through links made with Queens College in Taunton. The links already made have confirmed the respect that others have for the school’s Christian values.  The headteacher has taken full advantage of training opportunities provided nationally and through the diocese. Staff and governors are keen to take up opportunities for continuing professional development which the headteacher seeks out for them. |

SIAMS report March 2018 Stogursey Church of England VA Primary School, Bridgwater, TA5 1PR