

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Collingbourne Church of England Voluntary Controlled Primary School			
Address	Chicks Lane, Collingbourne Ducks, Marlborough, Wiltshire SN8 3UH		
Date of inspection	24 January 2019	Status of school	Voluntary Controlled Primary School
Diocese	Salisbury	URN	126320

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

School context

Collingbourne is a primary school with 102 pupils on roll. The school has a very low level of religious and cultural diversity and 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 (SEND) is below national averages. The headteacher has been in post since September 2017.

The school's Christian vision

We want our school to be the place that everyone wants to come to. A school that is kind and caring.
Our school will help us be the best people we can and it's fun too!
'Do to others as you would have them do to you.' (Matthew 7:12)

Key findings

- Leaders have brought enthusiasm and stability after a time of uncertainty. They have taken decisive action to raise the impact of the school's Christian distinctiveness which is making a difference for pupils' lives.
- Pupils have a good understanding of the school's distinctive Christian values through collective worship and can link these to Jesus' teaching. They are confident to give examples where these have influenced their learning and behaviour.
- There is a real sense of being a family within the school. In keeping with the vision pupils show care and kindness to one another and know that each person is special to God.
- The partnership with the local church has enriched the quality of worship and strengthened links with the community.

Areas for development

- Review the curriculum in the light of the newly-established vision so that it inspires pupils' thinking, enabling them each to be the best person God made them and raises their attainment.
- Empower pupils to plan, lead and evaluate collective worship so they recognise their potential and raise their aspirations.
- Establish a systematic and robust plan to monitor and evaluate the impact of the school's Christian vision on all aspects of the life of the school, deepening the impact it has.
- Provide progressive experiences in spirituality, including the use of big questions across all subject areas, so pupils understand the contribution this makes to their thinking, daily lives and being they best that they can be.

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

A new Christian vision has been created involving staff and pupils, although this is yet to be embedded. Leaders have some understanding of biblical principles which underpin the vision. They talk about pupils achieving their God-given potential and that everyone is special to God. The school has been through challenging times. New leadership is bringing stability, enthusiasm and greater focus. A cohesive staff team is increasingly sharing the vision. Staff feel valued and supported to flourish. Religious education (RE) and worship now have a higher profile. School policies and processes increasingly reflect the new vision. Strong and influential partnerships are developing. Links with the church have deepened and enriched the quality of worship. Governors now evaluate aspects of the school's Christian distinctiveness, however this lacks the focus required to lead to further improvements. Evaluations by senior staff show a deeper awareness of where the school is and where it can improve. Some targets from the previous inspection have been addressed, although pupils do not lead worship regularly.

The school has been creative in making the curriculum broad and engaging, incorporating challenging questions for pupils. The school has not yet fully reviewed the curriculum in light of the new vision. Leaders have introduced new initiatives to raise pupils' progress, which are beginning to make a difference. Vulnerable pupils are identified early and receive focused support. Their progress is often better than their peers. The provision in this area is a strength. The provision for spirituality has been reviewed and further opportunities established. However, opportunities for reflection are not recorded in planning. The school is aware of the importance of working towards progressively deeper experiences. Reflections about a range of philosophical questions during worship and within the classroom provide space for pupils to be still, which they find valuable. Pupils record ideas in written form, but not using other creative methods.

The vision and values are making a significant contribution to shaping a culture of aspiring to achieve. Pupils have a growing understanding of being the best that they can be. They talk about the value of perseverance and examples of where this has made a difference. Staff set high expectations for pupils. The introduction of 'growth mindsets' reinforces this enabling pupils to overcome barriers to their learning. Pupils demonstrate a growing awareness of deprivation and disadvantage. At present curriculum experiences do not enable these ideas to be progressively developed. Pupils' understanding of global issues is supported by international days. These raise questions and challenge pupils' thinking. Pupils are taking increased responsibility for actions which improve the lives of others. Older pupils organised a 'jeans for genes' day to support local children. Other pupils successfully challenged the school to use less plastic.

There is a real sense of the school being a caring community where everyone is valued. The vision and Christian values have been influential here. Pupils know and talk about the biblical verse, 'Do to others as you would have them do to you.' Staff use this in daily situations so pupils see the relevance to their lives. Pupils show care for one another and attribute their good behaviour to the values. There are few instances of poor behaviour. Pupils know the importance of forgiveness and reconciliation. They know how to put things right and that each day is a new start. Effective strategies develop pupils' skills of amicably resolving disagreements. Pupils use specific sentence starters to express their opinions. 'Mindfulness' coaching, a newly-introduced initiative to further help pupils to be the best they can be, supports pupils sharing their feelings. This is making a positive impact on pupils' self-esteem. Staff-focused work on supporting mental health and well-being has made each feel valued. Collective worship themes develop a biblical understanding of dignity based upon Jesus' teachings. International days deepen pupils' knowledge of diversity and difference. These have raised pupils' understanding of tolerance and empathy.

Decisive action raised the importance of worship so pupils recognise its relevance for them. Planning for worship ensures that pupils' understanding of the vision is deepened through exploring Christian values. These are progressively developed, linked to biblical teaching, which brings out their distinctiveness. Pupils are inspired when rewarded with a specific gem when they show a value in action. The reason for the gem is clarified so all perceive the difference that values make to various situations. Pupils are confident to use different types of prayer. They feel prayer can help them to feel calm or find answers to a problem. Pupils have limited opportunities to plan, lead or evaluate worship. Pupils have some understanding of the Eucharist. Each year the vicar explores the Last Supper enabling pupils to make links between this and Jesus' life and death. Pupils talk about some Christian festivals, such as Easter, and their importance for Christians. However, their knowledge of others, such as Pentecost and the

concept of God as Father, Son and Holy Spirit, is limited. Leaders' evaluations of worship have led to changes, with planning focused upon Jesus' life and teaching and the introduction of reflection diaries. Pupils value different approaches to worship which the local church offers.

The RE leader is enthusiastic to raise the impact of the subject. He has received further training and begun to introduce changes to teaching. The school has not yet reviewed the RE curriculum to consider how it can deepen pupils' understanding of the vision. Pupils' knowledge of Christianity as a living faith is at an early stage of development. Currently few pupils talk about key Christian concepts. Pupils talk confidently about other major world faiths. They are beginning to see how faith can influence people's actions. Pupils say they enjoy RE but are not confident to say why. New assessment procedures are in place and beginning to provide more accurate information about pupil progress. This enables teachers to track progress of vulnerable pupils and support them. At present the quality and impact of RE is rising. The RE provision reflects the Church of England Statement of Entitlement.

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