

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

### Weston Turville Church of England Voluntary Aided Primary School

School Approach Main Street Weston Turville HP22 5RW

<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Oxford</b>
Previous SIAMS inspection grade	Good
Local authority	Buckinghamshire
Date of inspection	24 January 2018
Date of last inspection	12 March 2013
Type of school and unique reference number	Voluntary Aided Primary I10422
Headteacher	Karen Brooks
Inspector's name and number	Angela Wheatcroft 872

#### School context

Weston Turville is a single form entry primary school. Most of the pupils are White British. The proportion of pupils with special educational needs and/or disabilities is lower than the national average but has increased significantly over the last two years. There is a minority group of Gypsy, Roma and Traveller pupils. Since the previous inspection staffing at the school has remained as it was, with a new RE co-ordinator taking on the role in September of this academic year.

#### The distinctiveness and effectiveness of Weston Turville as a Church of England school are good

- The school's Christian ethos is inclusive, which results in all members of the school community feeling valued and respected.
- The focus that senior leaders put on developing the spiritual, moral, social and cultural (SMSC) development of the pupils is a strength and permeates the curriculum.
- The high quality of assessment in Religious Education (RE) which informs future planning and ensures that pupils make good progress.
- The leadership of the headteacher, senior staff and governors means that the school is effective and accurate in their self-evaluation, which subsequently leads to improvement.

#### Areas to improve

- Ensure all groups of stakeholders can articulate the school's six core values of respect, honesty, perseverance, fairness, kindness and trust and have a better understanding of how these values are distinctly Christian and rooted in Biblical context.
- Increase the opportunities for the whole school community to experience collective worship so that the importance of worship and its Anglican traditions and practices are reinforced and understood by all.
- Develop the teaching of RE by ensuring that it is creative and engaging in all lessons so that pupils speak highly and passionately about it and understand its importance.
- Develop opportunities to ensure that all pupils have valuable first-hand experiences when exploring Christianity as a multi-cultural world faith.

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

Weston Turville is a highly inclusive school which welcomes pupils of all abilities and of all faiths and none. The school has a strong nurturing ethos based on the Christian values of respect, honesty, perseverance, fairness, kindness and trust. As a result, the school is held in high esteem amongst the community. One parent said, 'This school gives our children a sense of community. They are part of this school, they are part of the village and they are part of the church.' The school's mission statement, 'To pursue wisdom within a Christian ethos', clearly informs the school's approach to behaviour and attendance. Pupils speak positively about the 'wise owl' reward system and how they are praised when making 'wise choices' and demonstrating the six core values. Parents also speak highly of the system. They say that expectations of behaviour are high and that their children aspire to reach these expectations. One pupil said, 'The values of our school are how we should behave on the playground. They are Christian values and God wants us to live out these values. They are the traits that Jesus showed.' Staff are excellent role models and clearly demonstrate the values, both when working with the pupils and with each other. As a result, all pupils are happy and confident in school, levels of attendance are in line with national expectation and most pupils, at the end of key stage 2, make progress and attain in line with the national average.

Pupils have a good understanding of, and respect for, the diversity of the world. Staff, parents and pupils enthuse about the recent diversity week. Governors talk about how the approach is to welcome all members of the school community to talk about their faith, culture and background. Parents speak about how the diversity week helped to bring together different sections of the school community and how they valued the school's work in highlighting the heritage and culture of the Gypsy, Roma and Traveller community. Although pupils understand about other faiths and religions, through their RE teaching, they do not fully understand that Christianity is a multi-cultural religion. Therefore, the school is not yet outstanding.

During their time at the school, pupils are provided with various opportunities to develop spiritually. They speak highly of their reflection corners in their classrooms and of the central prayer box. The staff demonstrate, and talk about, how they weave SMSC development through all that they do, and how they begin to embed the distinct Christian values into the pupils' lives from the very beginning of their education. They speak about the values helping the pupils to grow and how they can use them in everyday situations. As a result, by the time the pupils move on to secondary school, they have a deeper understanding of the values and can articulate how they impact on the wider world. However, not all stakeholders can articulate how these values are distinctly Christian or how they are rooted in Biblical teaching. Therefore, the school is not yet outstanding.

### **The impact of collective worship on the school community is good**

Collective worship is distinctly Christian in content and central to the daily life of the school. Since the previous inspection and feedback, as a result of governor monitoring, a pupils' worship team has been established. The pupils hold this role in high esteem and as such, see the value and importance of worship in the life of the school. They talk enthusiastically about the roles they have in sharing their ideas, planning worship and leading worship. They recognise that being actively involved helps them to remember stories from the Bible. The worship team talk enthusiastically about how they have led worship based on the Trinity and how they had demonstrated this by using Russian dolls. One pupil said, 'The biggest Russian doll was God, the next was Jesus, the next was us and then inside of us we had the smallest Russian doll which was the Holy Spirit.' Members of clergy also commented that the pupils' explanation of the Trinity, through worship, was clear and easy to understand. As a result, the pupils have an age appropriate understanding of God as Father, Son and Holy Spirit. Monitoring of collective worship, by senior leaders and governors, is effective and identifies improvements. These improvements are acted upon and are incorporated into future planning.

The school's core Christian values underpin all collective worship. They are the focus for planning and as a result, pupils are given regular opportunities to reflect on how these values impact on their spiritual and moral development. A range of leaders and pupils lead collective worship. The pupils speak positively about 'Open the Book' worship and how these stories link to the school's values. Pupils understand the purpose of prayer and reflection and they speak openly about having opportunities to pray. One pupil said, 'I like to use the book in our reflection area. If I am worried about something, this helps me.' Another pupil said, 'The gazebo outside is a quiet area, we can pray there if we want to communicate with God.'

The pupils have a clear understanding of the different seasons of the church year and can describe the significance of the church colours. However, the pupils are not exposed to enough Anglican traditions of worship and therefore do not understand their importance and value. Also, there are not enough opportunities for all stakeholders to experience collective worship. This is the reason that the school is not yet outstanding.

### **The effectiveness of the religious education is good**

Since the previous inspection, the school has made significant improvements in ensuring that there is detailed assessment and tracking of progress which is clearly related to the RE syllabus. The RE co-ordinator has developed a rigorous and robust system which informs future planning, teaching and learning. This system also ensures that the teaching of RE is differentiated to meet the needs of all groups of pupils. As a result, standards of attainment in RE, for most pupils, are in line with national expectations and in some cases higher.

The six core values are embedded in RE teaching. The staff actively seek opportunities where they can discuss these values with the pupils and link them to both RE teaching and their daily lives. Staff ask pupils to apply what they have been learning. For example, a Year 2 class was learning about the festival of Vaisakhi and the pupils were asked to reflect on how they would feel if they were asked to baptise someone. Likewise, Year 6 pupils were asked to reflect on the impact of a religious dress code and what it means to them. Parents value the RE teaching and say that their children are knowledgeable about what they have been taught and will often discuss this at home. They also talk about the impact of the 'Minecraft Bibles' and how these have really helped their children to understand Jesus' teachings from the Bible.

Pupils mostly learn well in RE. They say that they like RE because they learn about other beliefs and values. The majority of teaching is good, and leaders ensure that RE has a high profile within the school. However, not all teaching allows for creativity and engagement and therefore not all pupils are inspired by the subject. This is the reason why the school is not yet outstanding. Governors, through the pupil development committee, ensure that they are aware of developments within the subject by challenging the senior leadership team's effective monitoring. The RE co-ordinator, although new to post, has already made a significant contribution to the development of RE and has a strong capacity to make further improvements.

### **The effectiveness of the leadership and management of the school as a church school is good**

The leaders of the school promote and articulate a clear Christian vision based on the six values of respect, honesty, perseverance, fairness, kindness and trust. The school is not yet outstanding because leaders have not been able to ensure that all stakeholders fully understand how these six values are explicitly Christian and how these are rooted in Biblical context. The Christian character of the school impacts positively on standards of achievement, behaviour and the well-being of the whole school community. As a result, the school is held in high esteem amongst the community.

Leaders accurately self-evaluate the school. Senior school staff, ably led by the headteacher, are effective and rigorous in their monitoring, which leads to improved outcomes for all pupils. Likewise, governance is a strength of the school. School governors fully understand their strategic role, which has meant that the Christian distinctiveness of the school has improved since the previous inspection. Senior leaders have identified ways in which leadership can be shared amongst less experienced members of staff and have provided appropriate support and training for them. As a result, effective use is made of a range of opportunities for staff development. The school makes appropriate use of the diocese as a resource for training and support for both staff and governors. The RE co-ordinator has been successfully supported in her role and this has enabled her to bring about school improvements. The statutory requirements for RE and collective worship are being met.

The partnerships between the school, the church and parents are established, embedded and contribute fully to the life of the school. Parents and staff speak highly of the clergy and the impact that they have on the SMSC development of the pupils. Parents enthuse about the links that the church and school have through the Explorers Club and Jigsaw Holiday Club. They talk about how it impacts on their children as they transition to secondary school and about how the clubs are unthreatening, nurturing and inclusive. The Friday Choir Club, run by the vicar, means that there are long-lasting links established between the school and church community and this is reinforced by the school's involvement in the Remembrance Sunday Service.

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