

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

### Dundry Church of England Primary School

110 Dundry Lane, Dundry, Bristol BS41 8JE

<b>Current SIAMS inspection grade</b>	<b>Satisfactory</b>
<b>Diocese</b>	<b>Bath and Wells</b>
Previous SIAS inspection grade	Satisfactory
Date of academy conversion	September 2015 re-brokered June 2016
Name of multi-academy trust	Midsomer Norton Schools Partnership
Date of inspection	21 March 2017
Date of last inspection	9 January 2013
Type of school and unique reference number	Academy 142060
Executive headteacher	Michelle Parsons
Inspector's name and number	Jean Welch 878

#### School context

Dundry Church of England Primary is a smaller than average school with 82 pupils on roll, taught in four classes. The vast majority of pupils are White British heritage coming from the surrounding suburbs of Bristol with only 18% from the village itself. The school has experienced a turbulent period over the last two years involving changes of governance with three different headteachers. Now under the Midsomer Norton Schools Partnership (MNSP), a new executive headteacher has been in place since September 2016 when the current governing body was established. An assistant headteacher is on a secondment from November 2016 to the end of the academic year.

#### The distinctiveness and effectiveness of Dundry Primary as a Church of England school are satisfactory

- In the context of the developmental journey of this church school, the enthusiasm and commitment of leaders and staff have already strengthen the school's Christian character by introducing clear Christian values which are beginning to inform all aspects of school life.
- Leaders have a clear vision and an understanding of the actions needed to develop the school's Christian distinctiveness in a way which makes a difference to the lives of the whole community.
- The executive headteacher and leadership team are working well with parents and partners in the church and the diocese to develop the school's Christian character in a way everyone understands.

#### Areas to improve

- Equip the pupils with the language to express their understanding of Christian values in greater depth in order to impact on their learning and personal development.
- Ensure pupil involvement in leading and evaluating collective worship so that they have increasing ownership of how worship themes are explored.
- Develop the prayer life of the school community to enable all pupils to be reflective and creative in praying.

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

In September 2016 six core values of trust, compassion, hope, creativity, friendship, and community were identified and adopted. This has provided the school with a clear framework through which to articulate a distinctively Christian ethos. Staff, governors and parents all speak of values, like community and trust, as part of what it means to them to be a church school. Pupils talk with enthusiasm about the value of friendship and list it as one of the strengths of their school. A friendship shelter in the playground, with a chalk board on which to express their thoughts, has allowed them to reflect on what friendship means to them. However, they are not making strong links between the core values and their behaviour and attitudes. As a result, pupils find it hard to articulate the links between the values, biblical teaching and the life of Jesus. There is no consistent approach to developing spirituality across the curriculum. It is evident in the life of the school although monitoring of its impact is underdeveloped at present.

The high quality of relationships throughout the school, characterised by trust between pupils and adults, is underpinned by the values and makes a positive contribution to the pupils' personal development. The new behaviour policy is clearly linked to restorative justice and Christian principles. The pupils are confident that any behaviour issues are managed well by staff and recognise that forgiveness is central to having a fresh start. The school's Christian character informs the provision for social, moral, spiritual and cultural (SMSC) development and makes a positive contribution to the children's wellbeing, regardless of their ability or background. The full impact of the Christian values on the pupil's learning and academic progress has not yet been embedded although improvements to the quality of teaching and learning are evident. For example, confident teaching in religious education (RE) and differentiated learning tasks challenge pupils' understanding and encourage them to apply the knowledge they have acquired. Opportunities for SMSC development for all learners, whether they are Christian, of other faiths or of none, are at an early stage. Religious education supports the children's basic knowledge of the Christian faith. The school's development plans include recognition of the need to extend the children's understanding of the multi-cultural nature of Christianity. The pupils say that they enjoy learning about different faiths in RE and this helps them understand more about the world in which they live. Recent developments to place Christian values at the heart of pupils' learning and wellbeing is giving them greater coherence. All members of the school community are beginning to share a sense of what it means to be part of a church school. Although the school has experienced a turbulent period over the last two years, the parents are still very supportive and confident in the future of the school. One parent said that they chose the school because it was a church school and their child would be cared for in a loving community.

The overall impact of Christian character can only be satisfactory because the core values have not yet become fully embedded in all aspects of school life.

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

Collective worship is valued and becoming central to the life of the school because it is beginning to promote the school's Christian values. The children say that worship is a special time in the day to think and learn about God. The behaviour of the children in worship is good because they are focused and engaged. However, the pupils do not yet take responsibility for aspects of worship. A four year plan for collective worship, with Christian values at its centre, is being developed by the new coordinator and assistant headteacher. The plan lacks clarity because links between the life and teaching of Jesus and the chosen worship themes have not been identified. As yet there is no clear system for the monitoring and evaluation of the impact of worship, by staff, pupils or governors, to bring about improvement. Through the leadership team and the youth worker leading worship every week, some aspects of Anglican tradition are being introduced. For example, 'call and response', the use of liturgical colours on the table and saying the Lord's prayer. Pupils have limited understanding of the significance of the Holy Trinity. A three wick candle is used at whole school collective worship with the words God the Father, God the Son and God the Holy Spirit being said as it is lit. One child commented "this shows God in three ways." They are aware of the key Christian festivals of Christmas and Easter but have limited knowledge of other festivals such as Pentecost. Due to lack of space in the school and the current closure of the church for building work, the local British Legion hall is used for larger worship gatherings to which parents are invited. This is encouraging greater links with the wider community. The children asked for poppies to be painted on their new Christian values mural following their experience of the British Legion remembrance service.

A small worship and ethos team, led by the youth worker, has recently been set up. The impact of this group has not been evaluated nor its purpose made clear to the other children. Prayer is only just beginning to have a greater focus. The children have developed a school prayer which incorporates the six values and prayer is said during collective worship. The Lord's prayer is said before lunch and at home time. The pupils have little opportunity to write their own prayers for use in worship and do not yet understand different types of prayer. They do not show an ability to be reflective or creative in praying. Reflection areas in every classroom, displaying different Christian

artefacts, are used at class worship times. The children value these areas and use them to reflect on the worship theme of the week. Consequently, the children are beginning to link worship to what they do in their daily lives. Some impact of worship is seen in the action taken by children to support those less fortunate than themselves through charity events. The children can link their actions to the school value of compassion. One child said “we have so much and God wants us to help others who do not have so much.” The grade was not better because the pupils are not currently involved in leading worship and a process for feedback from everyone in the school community is not yet in place to inform improvement and development planning.

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

The new leadership team is passionate about creating a vibrant church school and its continuing development. They are dedicated to creating a strong, cohesive staff team. The executive headteacher’s clear Christian vision for the school has ensured the strengthening of the school’s distinctive Christian character since her appointment. The renewed Christian vision, based upon Jesus’ offer of ‘life in all its fullness’ (John 10:10), underpins the school’s belief that every child should realise their value in God’s eyes and achieve their full potential. The school is making good progress in developing its understanding of the six values and linking them to the children’s wellbeing and learning. The MNSP and governors are fully involved in the development of the Christian ethos and have a good understanding of what the school does well and what it needs for continued improvement. Self-evaluation is therefore accurate and based on a secure understanding of what it means to be a church school. Currently this does not include evaluating all aspects of Christian distinctiveness, the provision for spirituality and the impact on children’s lives. Leaders have a good capacity to continue the improvement of this church school.

The new RE leader has been effectively supported by the assistant head, ensuring that the subject is now a valued part of the curriculum. The school meets the statutory requirements for RE and collective worship and both policies are brand new. The school benefits from support and advice from the diocese, particularly with regard to the development of RE. Regular staff training and attendance at courses and meetings ensures they are aware of the latest developments in RE and receive professional support as future leaders of church schools. Parents praise the school’s care for their children and the openness of staff, saying “they are always there to listen and share with us.” A parent creative working group has been set up to provide opportunities for them to support the development of the school environment. For example, they have worked on a large ‘jigsaw’ display to illustrate the whole community coming together as one. The renewed relationship with the local church is strong and the vicar and youth worker make an important contribution to school life by leading regular worship times. This is reflected in the children’s enthusiasm for learning more about Jesus. The school’s effectiveness can be clearly seen through the growing impact on the children’s understanding of Christian values and how they affect individual lives.