

### Dilton Marsh CE (VC) Primary School

High Street  
Dilton Marsh  
Westbury  
Wiltshire  
BA13 4DY

#### Diocese:

Local authority: Salisbury  
Dates of inspection: 12<sup>th</sup> November 2012  
Date of last inspection: 1<sup>st</sup> April 2008  
School's unique reference number: 126375  
Headteacher: Mrs. Judith Finney  
Inspector's name and number: Dianne Christopher

#### School context

Dilton Marsh CE Primary School is a slightly smaller than the average primary school. Pupils are mainly of white British heritage, with a proportion of pupils from a community of Travellers who live in the village. Pupil attendance is slightly higher than average and those eligible for free school meals fluctuate between 15-19%. The school building has been refurbished over recent years and now has an ICT suite, new administration facilities and an additional classroom added during the last few years. Ofsted carried out an interim assessment in April 2011 and a full inspection was deferred due to sustained school performance.

#### The distinctiveness and effectiveness of Dilton Marsh CE Primary School as a Church of England school are outstanding

The distinctive ethos based on Christian values underpins the rich and vibrant quality of curriculum provision and very high standard of care and nurture. This has an outstanding impact on all learners who are inspired to give and achieve their best.

#### Established strengths

- The strong Christian vision of the head teacher and an outstanding model of distributed leadership that provides flexibility and opportunities for staff and for sustained leadership in church schools
- The outstanding, innovative and vibrant curriculum that ensures excellent opportunities for spiritual, cultural, moral and social development of all learners.
- Pastoral care based on embedded Christian values is outstanding
- A real sense of community permeates the school coupled with an atmosphere of caring and inclusiveness between adults and children.

#### Focus for development

- Foundation governors to establish a robust process to monitor, evaluate and formally report on collective worship to the full governing body
- Find further opportunities to promote community cohesion to develop learners understanding of other communities in the UK and globally

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

A strong Christian ethos permeates throughout this school and is judged as outstanding, with Christian values being at the heart of curriculum provision. The school core values, respect, love and tolerance, are evident throughout the school, are recognized by all and clearly defined as the values of a church school. There is a feeling of warmth and inclusivity about this school, in which all are equally valued, uniqueness is celebrated, and encouragement

and well-structured support enables all to flourish as confident, motivated individuals. The staff provide mutual care and support and this is demonstrated by all adults who model Christian values and set high standards of behaviour. A parent commented 'the behaviour of pupils in this school is impeccable.' Pastoral care is outstanding. Pupils feel safe and happy. One pupil commented that 'everyone gets on and has fun'. The school environment is vibrant, stimulating and challenging with Christian symbols and artefacts displayed in classes and shared spaces. There are quiet areas for reflection and interactive displays that the pupils talk about confidently. A memorial garden has been created in an area of the school field, for a local policeman who died suddenly, and many pupils respectfully spoke of this as 'a place to think and appreciate each other'. The school has developed a meaningful, creative, high quality curriculum that gives the children memorable experiences. Pupils, parents and governors spoke enthusiastically about the school's Jubilee celebrations, which commenced with a church service, involving the local clergy and the wider village community. Extra curricular activities, trips and residential visits enhance the spiritual, social, moral and personal and learning experiences for pupils and they can discuss these with great enthusiasm. Cultural links with schools in the UK and globally are currently underdeveloped. Local community cohesion is outstanding and links with the local church and community are strong, with school activities reported regularly in the parish newsletter. The main Christian festivals are celebrated in the church and pupils know and talk about them. These events include the annual Christingle Service, with many pupils, parents, governors and the church community becoming actively involved in the occasions.

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

Collective worship is central to the life of the school and is based on Christian values and moral codes whilst fostering a sense of community and belonging. The calm daily routine, centred on a dedicated display area, helps to provide a reflective environment. Daily acts of worship are varied, yet simple and informal making them as accessible and relaxed as possible, allowing pupils to be active participants. Emphasised by two pupils who shared their experiences when they represented the school at the village Remembrance Service the previous Sunday. Evaluation of worship takes place, allowing for the views and reflections of staff to be taken into account. The weekly themes for worship are based around the liturgical year and social and moral topics, allowing opportunities to cover events of the moment. Collective worship is well planned. The school attends church for the main Christian festivals and uses it as a focus for learning and celebrations e.g. the school's Queen's Jubilee celebrations commenced in the church. As a result pupils are given good opportunities to experience many elements of Anglican tradition and have a sound understanding of the main events in the Christian calendar. Worship makes good use of the resources of the church, especially the contribution of the clergy. Staff, local clergy and visitors lead worship, allowing pupils to encounter a variety of styles. Worship takes different formats e.g. whole school, key stage and class, enabling pupils to respond at different levels. Through the topic work, pupils have a growing understanding of different faiths such as Hinduism and Islam. All areas for development in the last inspection report have been addressed and the school meets the statutory requirements for collective worship.

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

The head teacher provides dynamic leadership and the effectiveness and management of the school as a church school is outstanding. School leaders and governors are clear about the school's Christian ethos, which is manifested through practice, integration, inclusiveness, respect and love. The governors and head teacher ensure that the distinctive Christian character impacts on all aspects of school life by implementing the school's recruitment process and induction policy when appointing new staff. The leadership and management teams regularly evaluate the school's effectiveness and views and opinions of stakeholders are sought. Teamwork, with distributed leadership, is fundamental to Dilton Marsh Church of England Primary School, creating ownership and giving opportunities to develop further Christian leaders. This approach allows individual staff skills and expertise to be observed, modelled and utilised to the best advantage. As a result, they are able to lead significant whole school projects and organise their own ways of working, allowing change to be sustained and maintained. The school's Christian character seeks to fulfil itself in practical,

caring approaches, exemplified by support for pupils, their families and the wider community. This is achieved through gaining parents' trust, clear communication, knowing every child very well, supporting families in times of stress and provision of pensioner's luncheon club, to name but a few. A parent remarked 'This is a small school which is a really big part of our village community'. The school's friendly open door policy extends beyond the school and into the community with strong and effective local networks operating to support families. The foundation governors fulfil their role conscientiously and have considerable involvement in the school; however, the monitoring of collective worship requires further development. All governors have attended inset training and a recently appointed foundation governor commented that he had 'had very useful courses from both the Diocese and the Local Authority helping me to understand my role better.' Pupils agree that 'school is fun and a joy'. A parent added, the school is 'a community where Christian values of respect, tolerance and kindness are strongly emphasised'.

SIAS report {November, 2012} [Dilton Marsh CE (VC) Primary School] [ BA13 4DY]



**Judgement Recording Form (NSJRF)**

*This form is to be attached to the main SIAS report and returned to the diocese in which the school is situated and to the National Society.*

Name of school: Dilton Marsh CE (VC) Primary School  
 Address of School: High Street,  
 Dilton Marsh,  
 Westbury,  
 BA13 4DY

School URN: 126375  
 Date of inspection: 12<sup>th</sup> November 2012  
 NS Inspector's Number: 731  
 Type of Church school: Voluntary Controlled  
 Number of pupils: 170  
 Phase of education: Primary

**Has Diocesan Quality Assurance been obtained for this report?** Yes  
*(delete appropriate word)*

**Rating 1-4**

How distinctive and effective is the school as a Church school?	<b>1</b>
How well does the school, through its distinctive Christian character, meet the needs of all learners?	<b>1</b>
What is the impact of collective worship on the school community?	<b>1</b>
How effective is the religious education?	<b>NA</b>
How effective are the leadership and management of the school, as a church school?	<b>1</b>
The school meets the statutory requirement for collective acts of worship	<b>Yes</b>
The school meets the statutory requirement for religious education *	<b>NA</b>

\* *Voluntary Aided Schools (delete appropriate word)*