

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

Silchester Church of England Primary School			
Address	School Lane, Silchester, Hampshire, RG7 2NJ		
Date of inspection	12 February 2020	Status of school	Voluntary aided primary
Diocese	Winchester	URN	116369

<b>Overall Judgement</b>	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

### School context

Silchester is a primary school with 208 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national averages. The proportion of pupils who have special educational needs and/or disabilities is below the national averages. The RE leader and vicar have changed since the last SIAMS inspection.

### The school's Christian vision

A caring school at the heart of a vibrant village community. We commit to develop the spiritual, moral, social and cultural character of all as fully as their intellectual ability. Intrinsic to the vision are our biblically linked core Christian values, of challenge, friendship, peace, tolerance, honesty and respect, which help all to flourish and celebrate success, shaping active citizens in the world.

### Key findings

- Underpinned by the vision, Silchester is a caring school with a strong commitment to community, wellbeing and enabling everyone to achieve their full potential. As a result, pupils and adults flourish at the school.
- The strategic leadership of the school is effective. However, governor reports on the monitoring of RE are not sufficiently robust. This affects the governing body's awareness of actions and impact in RE.
- Inspired by the vision, the school community is involved in a range of ethical, ecological and environmental initiatives and social action. Pupils often initiate and lead developments in these areas.
- The vision and values are explored through daily collective worship. Adults and pupils are inspired through worship as it is made relevant to everyday life and linked to Bible stories in creative ways.
- RE contributes to the spiritual, moral, social and culture development of pupils. Pupils learn about a number of world religions. Currently the depth of analysis of RE assessment data is being improved.

### Areas for development

- Ensure that governor reports on RE consistently include the full scope of actions taken by the school and the associated impact. This will ensure that the governing body is kept fully informed of improvements.
- Embed thorough analysis of RE data so that it helps to inform future planning.
- Develop further creative approaches to collective worship. For example, using the outdoor environment regularly, to add to the variety of worship and help maintain the high level of engagement by pupils and adults.

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**

Silchester's vision is seen in daily actions which demonstrate that it is a caring and community focused school. Pupils from Reception upwards understand the vision and model the six Christian values. The importance of respect and being inclusive of everyone is championed by pupils as well as adults. This interlinks with a strong focus on wellbeing, which ensures that everyone feels valued and cared for as a member of the school community. As a result, pupils and adults flourish.

The vision is evident across the curriculum and collective worship, ensuring that the holistic needs of all pupils are met. This includes the academic progress of pupils and spiritual development opportunities for adults and pupils. Based on Christian teaching and morals, parents value the holistic education that their children receive. The senior leadership and governors are competent in their evaluation of the effectiveness of Silchester as a Church school. This then shapes school improvements and priorities. However, governor monitoring of RE is not sufficiently robust in reporting the full scope of areas actioned by the school and the associated impact.

In line with the school's vision, school leaders are committed to ensuring that every pupil has the opportunity to develop their full potential. Pupils experience a broad and balanced curriculum, with regular opportunities for outdoor learning, which reflects the school's rural context. The impact of the vision is evident in the positive attitudes to learning and good outcomes across all pupil groups. Pupils regularly consider their own spirituality through discussions, sharing their thoughts and asking big questions. This helps them to develop their own views about faith and beliefs. Reflection areas in the classroom provide a visual focus for reflection and/or prayer and the central prayer space is also valued by pupils.

Shaped by the school vision and values, pupil behaviour is of a high standard. Pupils share with passion how the values support them in their care for others. The vision and values also help them to say sorry when they know they should and equally to forgive others and to move on in friendship. The school's buddy systems, including linking Year 6 and Year 5 pupils with children in Reception and Year 1 for outdoor learning is highly effective. Older pupils understand the importance of caring for younger children and their leadership skills grow through supporting others in their learning. Young pupils value working with Year 6 and Year 5 pupils. They look up to them as role models and friends who they can go to when they need help. Pupils of all ages develop a respect for the views, beliefs and feelings of others by studying a number of world religions in RE and through the teaching in collective worship. Pupils benefit from exploring different viewpoints across the curriculum and exploring their identity, in particular through the time given to discussions in RE.

Reflecting the vision, the school is outward looking through its partnerships with school families, the parish, the village and surrounding area, the diocese and beyond. Parents value the size of the school, the pastoral care and the strong sense of community; where every child is known by the staff and their peers. Parents find the school leaders, governors and staff approachable. There is open communication and collaborative working with families. School care also extends to additional support for families facing difficult situations. The school is well integrated into the parish and village community through participation in a wide range of events. The parish church and the local Methodist church facilitate a range of clubs and activities for the pupils. Staff and governors have benefitted from diocese led training. This has resulted in improvements to teaching and learning in RE and a shared understanding and approach to opportunities for spiritual development. The partnership that Silchester has with the Bulembu Community in the Kingdom of eSwatini helps pupils to consider wider global issues and to explore the similarities and differences in the lives of the children. Through this global link and teaching in RE pupils gain a clear understanding of Christianity as a living world faith.

Reflecting the school's vision, to shape active citizens in the world, the school has a strong commitment to fairtrade, ecological and environmental initiatives and social action. The eco committee has been proactive in relation to a range of activities including an ecobricks project, a climate walk and a whole school tree planting initiative. The vision and values are also demonstrated in the addition of a friendship bench initiated through the school council. Pupils consider the bench to be an important way of supporting friendships and including everyone. They are particularly proud that the bench is made from recycled materials. The school community is

involved in a range of social action initiatives such as the local food bank, a number of national and international charities and supporting three children living in the Bulembu community. There has been an outward ripple effect from this, with a number of children and school families also choosing to make a difference to the lives of others, through sponsoring disadvantaged children in different countries.

Collective worship is made relevant for pupils and staff by linking Bible stories to the school vision, values and examples from everyday life. Pupils and adults value the opportunity that collective worship provides for spiritual development through reflection and/or prayer. Through collective worship and RE, pupils learn about the Trinity, a range of Christian festivals and the importance of the Eucharist for Christians. As a result, they have a growing understanding of the Christian faith and celebrate a wide range of significant events in the church year. Pupils value their participation in planning and leading collective worship. Worship is broadened by local clergy, members of the parish or the local Methodist minister leading worship each week. This adds further variety and creativity to the Anglican worship that pupils experience. Pupils particularly enjoy the use of puppetry and participating in drama to re-tell Bible stories. Pupils share that collective worship encourages them to 'do more of the things Jesus wants us to do.' Parents welcome the opportunity to join with the school for church services.



**The effectiveness of RE is Good**

Across the school the vast majority of pupils make good progress in RE, including pupils with additional needs. Assessment in RE has been strengthened further this academic year by broadening its scope. Teaching is good across all classes. Standards are consistent due to the good level of support and training provided for staff.

Headteacher	Kathryn Williams
Inspector's name and number	Gillian Bradnam 935