

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Sutton Veny Church of England Voluntary Controlled Primary School

High Street, Sutton Veny, Warminster, Wiltshire BA12 7AP

Current SIAMS inspection grade	Outstanding
Diocese	Salisbury
Previous SIAMS inspection grade	Outstanding
Local authority	Wiltshire
Date of inspection	20 June 2017
Date of last inspection	11 July 2012
Type of school and unique reference number	Voluntary Controlled Primary 126362
Headteacher	Rachael Brotherton
Inspector's name and number	Revd David Hatrey 844

School context

Sutton Veny Church of England Voluntary Controlled Primary is a smaller than average school. The majority of children come from a White British heritage and a number come from forces families. There are a small number of children who are entitled to pupil premium funding. The number of children who have special educational needs and/or disabilities is below the national average.

The distinctiveness and effectiveness of Sutton Veny as a Church of England school are outstanding

- Christian values are deeply embedded into the life of the school and children articulate the significant impact they have on their daily lives and achievements.
- Children's behaviour is of a high standard; they make strong relationships in a caring community which they consistently attribute to the school's Christian character.
- Children play a leading role in planning and leading worship and have a real sense of ownership of it.
- The strong commitment of the headteacher and leadership team ensures religious education (RE) and collective worship have a high profile.

Areas to improve

- Provide high quality spiritual experiences which deepen children's thinking which they express in creative ways.
- Deepen children's understanding of Christianity as multi-cultural faith so they appreciate how Christians in other places celebrate their faith.
- Involve children in monitoring and evaluating the impact of being a church school so they have ownership of the ongoing improvements.

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

Christian distinctiveness is outstanding because core Christian values are deeply embedded and have meaning and purpose for all of the community and make a significant contribution to children's lives and attainment. All stakeholders agreed the values and this means that children, parents, governors and church have a real ownership of them and that they are placed at the centre of their community. They identified; courage, creativity, peace, trust, forgiveness, justice, thankfulness, compassion, friendship, hope, humility and truthfulness. Children have a comprehensive understanding of values, what they look like in daily life and talk thoughtfully about how they use them. Children and adults identify others who display values and record these on the 'Spotted Board'. They explain how values have been demonstrated so all recognise the impact these have in different contexts. Children confidently link values to biblical stories which reflect their distinctive Christian meaning. Older children talk about a number of stories for each value indicating the breadth of their understanding. They are thoughtful when identifying other values and confidently reason through their responses. Young children know that values are given by God, with Jesus showing what they mean and modelling how they should live. They articulate their ideas well showing a depth of insight of the impact that values make, recognising that they make you a better person. Older children perceive that having these values "in you" makes you more like Jesus. They know values shape their caring community. Examples of this are the buddy link between younger and older children, but equally in the way children of all ages interact. Staff model values in their daily interactions, nurturing deeper relationships. It is evident in the way all members of staff meet and greet children before school on the playground and how well they know children as individuals. As one child commented, "this rubs off on us." Instances of bullying are very rare and, where they occur, are swiftly dealt with often by referring to values. Children confidently state that the quality of their behaviour and relationships is directly linked to Christian values. Children's attainment over the last five years has been outstanding and significantly above national expectations in both key stages. Children fully recognise how values influence their learning, articulating examples such as collaboration and creativity. Provision for spirituality continues to be enriched. Opportunities for reflection enable children to consider ideas in greater depth. Children are confident to share ideas knowing they will be valued. Religious education makes a strong contribution to this through exploring key questions. A fine example was the challenge to consider what God was like then representing this in art. Their responses show a depth of ideas and insights which are confidently explained. Children have a variety of opportunities to respond to these in imaginative ways through art or drama. There are some high quality experiences such as using a labyrinth in the church. Children's feedback indicates they find these moments of calm valuable to gather ideas. Religious education makes a strong contribution to developing an understanding of other world faiths with visitors showing how they celebrate this in different ways with hands on experiences which engage children. Children show a high degree of tolerance and respect for those who hold different points of view to their own. The respect children develop is one of the strengths of the school and stands out in children's ideas and discussions. The new approach to RE extends their understanding of Christian values and spirituality. They reason through their beliefs shaping these in the light of new ideas. They are challenged by big questions revealing a wide understanding of ideas, recognising the relevance RE has for their daily lives and thinking.

The impact of collective worship on the school community is outstanding.

Collective worship is outstanding because of the role children have in planning and leading worship and how this greater ownership makes a significant impact on deepening their understanding of Christian values, influencing their lives. The school has trialled and refined a number of approaches which support children planning and leading worship. These are now well established and children are confident and enthusiastic to collaborate using a structure with which all are familiar. Children use the value for the term leading readings, songs, creating drama involving others, whilst including questions considering how they might respond. Children recount these acts in great detail, they feel that they use language that everyone understands and consider issues relevant to them. Collective worship is regarded as an important part of the day, a special time for the community to join together, share and be with God. Worship begins in the classroom with the special person for the week leading them to the hall carrying a candle. Music creates a reflective atmosphere for worship which enhances this. Planning for worship is more detailed, each week an aspect of the value is developed closely linked to Bible stories which effectively deepens children's understanding. Children readily articulate that ideas from worship play a major role in developing their understanding of Christian values and shape behaviour. Children give specific examples of worship which have been influential in their thinking and choices. Planning enables a wide range of people with different styles to lead which children appreciate. Children are engaged in worship; they eagerly talk with partners to clarify ideas responding enthusiastically to thoughtful questions. Celebrating Christian festivals are important occasions in the life of the school. Children explain these in considerable detail relating these to Jesus' life and their significance for Christians. The 'Experiencing Easter' is an excellent example of church and school working together. A number of interactive

workshops on events leading up to Jesus' death engage children in creative and imaginative ways enabling them to consider a response. Feedback from children shows that this was valuable, enriching their understanding of what Easter means. Younger children talk in some detail about Jesus' life and describe a number of stories and parables giving thoughtful interpretations. Older children are grappling with an understanding of Trinity, describing this and exploring different ways of representing this which deepens their understanding. Prayer is well taught with younger children using different types of prayers. Children know that prayer is a natural way of sharing ideas with God. There are opportunities for children to pray spontaneously either before lunch or during worship. They are confident to share these and pick on themes and ideas in worship which they express thoughtfully. The Lord's prayer has been explored and children are using ideas from this in their own prayers which show a growing maturity. The experienced coordinator has made ongoing improvements; she seeks children's ideas about how to improve worship through conferencing. Governors attend worship frequently aware of initiatives providing evaluations to the full governing body. Anzac day is a unique occasion in school life where the sacrifices of these soldiers are honoured. Children take a lead in this service drawing upon rich links with Australian and New Zealand cities through a variety of ways. Comments from children show this is of great significance for them where they show respect and which links to the large number of service families at the school.

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

Leadership and management is outstanding due to the clear direction and focus of the headteacher and leadership team and their exceptional commitment to being a church school. The headteacher is dedicated to promoting the distinctive Christian vision ensuring that RE and collective worship have a high profile fully and which fulfils statutory requirements. She has high expectations for all aspects of school life and leads by example. Leadership is now more widely distributed. This enables staff to take responsibility for, and develop the skills to lead, different aspects of being a church school. A clear Christian vision is articulated; 'To value, care for, guide and support each child to help them realise their potential.' Children understand this visually through the representation of a tree where Christian values are the roots and foundations upon which they build our lives. There is a clear focus on Jesus' teaching as it is through this that all can achieve their potential. This is depicted in the motto, 'Reach for the stars'. Children talk confidently about the vision and explain examples of this in the rich family atmosphere where everyone is special to God. Christian distinctiveness is very evident in the high quality of relationships and the support for the well-being of all, particularly to forces families at various times. A real strength of the school is the effective way children's self confidence in their own ability is nurtured and their subsequent enthusiasm to succeed. This is not just in academic areas, but develops the whole child and all their God given talents. Evaluations are well embedded with systematic monitoring of children's individual progress. Governors are committed to the life of the school, they provide challenge and support through frequent visits. Leaders are regularly involved in evaluations often through conferencing with children. Link governors work closely with staff using this information to set targets for development which are recorded in the development plan. There are a number of examples where these have led to significant improvements. At present, children are not fully involved in contributing to the evaluation of the impact as a church school. Professional development opportunities for staff are well focused on particular needs drawing on diocesan expertise. The church makes an influential contribution to school life notably through governance as well as worship and celebrating festivals. There is a real sense in which children see it as their church, ready to explore issues of faith and meaning. There are numerous examples of school contributing to village life where it has a central role. Parents celebrate the work of the school and the impact it has on their children. It is held in high esteem.

SIAMS report June 2017 Sutton Veny CE VC Primary School, High Street, Sutton Veny, Warminster, Wilts. BA12 7AP