

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Christ Church Church of England Voluntary Controlled Primary School			
Address	Berryfield Road, Bradford On Avon, Wiltshire, BA15 1ST		
Date of inspection	05 December 2019	Status of school	Voluntary controlled primary
Diocese	Salisbury	URN	126303

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgement	The impact of collective worship	Grade	Good

School context

Christ Church is a primary school with 435 pupils on roll. The majority of pupils are of White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The school is currently providing significant support to another Church school in the locality.

The school's Christian vision

'Aspire, celebrate and learn in an inclusive community.'

The inclusive nature of the school ensures that we demonstrate the Christian principle of respect in welcoming children and families of all faiths, including no faith, and that we expect tolerance and celebration of the learning of all people connected with the school. In conjunction with our ELLI Learning principles, the Christian ethos of the school allows for the development of the learner as well as the exploration of their spirituality.

Key findings

- The vision inspires staff to research the best approaches to raise pupils' learning. The Effective Lifelong Learning Inventory (ELLI) plays a major role in enabling pupils to flourish.
- The vision informs strong partnerships that enrich the opportunities which pupils have. The team at the parish church makes a significant contribution, leading worship and supporting governance.
- Vulnerable pupils are effectively supported raising their aspirations and self-esteem. The provision for pupil and staff well-being is particularly strong. However, pupils are not confident to articulate their understanding of the school's Christian vision and values and the difference that these make.
- The planning for collective worship is detailed, enabling staff to confidently lead. At present only the oldest pupils plan and lead worship so others do not feel they have ownership.
- The school's Christian vision is reflected in its support and sharing of expertise for another school, raising aspirations and providing secure leadership.

Areas for development

- Embed the Christian vision and values into all aspects of daily life so pupils are confident to articulate their Christian distinctiveness and the contribution they make to their lives and thinking.
- Enable more pupils to plan, lead and evaluate worship so they can lead new initiatives to enrich worship, feeling that they have greater ownership.
- Ensure progressive opportunities for spirituality and reflection are identified in planning for all subjects so pupils can express their ideas in a variety of creative ways.

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

The Christian vision is well established and central to school life. It informs strategic development with an impressive focus on giving pupils the skills they need to learn. Leaders ensure that the needs of all pupils, particularly the vulnerable, are fully addressed. Pupils have an understanding of the vision and explain how it links to their learning. Leaders articulate the theological principles underpinning the vision. They talk about the uniqueness of each pupil and see their role as enabling them to have life in all its fullness. A biblical understanding underpins key words of the vision and Christian values which recognise that everyone is special to God. This vision and aspiration have driven leaders to research the best possible approaches to learning so pupils can flourish. Leaders identified ELLI, which makes an impressive contribution to pupils' learning. Staff similarly are nurtured to continue their own research to find new effective approaches to support pupils. There are several fine examples of staff leading initiatives which make a difference, for example developing the higher order thinking skills.

The vision promotes strategies to raise pupils' aspirations and self-belief. Staff use language which challenges pupils' aspirations, so they develop high expectations. Pupils talk about this; they know the importance of these strategies, such as resilience. There is a strong culture of celebrating pupils' successes raising their self-esteem. Adults from different careers inspire pupils, widening their horizons. Pupils perceive how adults have overcome barriers to be successful and what skills they will need to do the same. Young engineers' projects offer opportunities for wider learning. There are numerous opportunities for pupils to learn music, which is a strength. An impressive example is the school's radio station, where pupils plan and lead programmes. This raises their belief in what they can do. Stereotypes are effectively challenged, with pupils meeting male and female scientists and sportspeople. The support for vulnerable pupils is extensive and often individualised. This extends to supporting parents at different times. This enables vulnerable pupils to make at least good progress, often similar to their peers. Overall pupils' progress and attainment is consistently above national expectations.

The vision challenges leaders to identify partnerships which will enrich the opportunities they offer pupils both at Christ Church and beyond. Leaders share their expertise which is evident in their substantial support for a local school going through challenging times. The appointment of a senior leader from Christ Church to acting head at the other school has made a significant difference for that school. Staff, recognised as specialist teachers, work with other schools sharing high quality practice. The school has a strong reputation for this in the locality. The headteacher makes contributions to the work of the local authority. Relations with the local church are good. Church members lead collective worship and play a significant role in governance. The school had a rich link with a Sri Lankan school which gave pupils an understanding of disadvantage and deprivation.

Leadership is strong, creating a cohesive staff team. Staff feel valued and given opportunities to become middle managers and lead initiatives. They talk about how they have been enabled to flourish. A SIAMS team is evaluating current provision as a Church school and prioritising areas for development. Monitoring is robustly planned, focusing upon identified initiatives. Governors are enthusiastic and dedicated to their roles. They evaluate the school's work by considering what difference the vision makes to daily life, contributing to improvement plans.

The school is a caring inclusive community where all feel important. Staff model Christian values in daily life and create strong relationships with pupils and parents. Pupils show a good level of respect for others. Older pupils work well with younger peers in house groups and lead by example. Pupils explain that their behaviour is influenced by the 'golden rules'. These are based on Christian values, but pupils are not confident to articulate how these influence their actions. Pupils are not secure in relating Christian values to biblical stories which show their distinctiveness. The importance of forgiveness is well understood; pupils explain how actions influence others. A comprehensive approach for well-being is established which draws strongly on Church school education reports. This has raised the quality and care for all to a new level and informed approaches which everyone can use. This is a significant strength.

The vision shapes the planning for collective worship. New planning is detailed and draws upon Jesus' teaching which helps pupils understand what good relationships look like. Pupils have a secure understanding of the nature

of prayer. Some pupils feel that prayer helps them to share problems and be calm. Only the oldest pupils have opportunities to plan and lead worship. Pupils are not fully involved in evaluating worship and their ideas do not inform improvements. A variety of leaders bring different approaches which pupils enjoy, particularly Open the Book. The local church leads stimulating workshops on the main Christian festivals enabling pupils to understand the significance of these for Christians. At present pupils' understanding of the trinitarian nature of God is limited. Governors' evaluations are ongoing leading to improvements, such as more visual material.

The vision has shaped the curriculum so it offers pupils a wide variety of opportunities which they may not otherwise experience. These include rich theme weeks in arts and science. Pupils are taking increased responsibility for their learning, selecting aspects that interest them. Pupils develop a secure understanding of global communities making informed comparisons. They talk about disadvantage and deprivation showing a well-developed understanding of climate change and how they would challenge this. Pupils confidently question leaders and local companies about the use of plastic and importance of recycling. Staff understanding of spirituality has been deepened by diocesan training. More opportunities for reflection, the use of personal reflection journals and dedicated spaces are valued. However, opportunities for reflections are not identified in planning, nor are pupils able to respond in a variety of creative ways.

Pupils are challenged by philosophical and theological big questions used in religious education (RE). They enjoy thinking through their ideas, listening to others and shaping their opinions. These discussions develop lively debates, engaging pupils. Pupils recognise that these ideas have a relevance for their lives. World faiths are explored enabling pupils to develop good understanding of how faith influences actions. Pupils of different faiths talk about this, which deepens their peers' respect. However, pupils' understanding of key Christian concepts is limited. Assessment systems are in place but currently being refined to ensure judgments are accurate. The subject leader's role is developing, working with the SIAMS team to complete evaluations and set new initiatives.

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