

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lea and Garsdon Church of England Primary School

Address	The Street, Lea, Malmesbury, Wiltshire, SN16 9PG		
Date of inspection	27/03/2019	Status of school	Voluntary Controlled Primary
Diocese	Bristol	URN	126335

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

School context

Lea and Garsdon is a primary school with 120 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 above national averages. The numbers of pupils on roll have increased since the last inspection and are expected to rise further due to a proposed expansion.

The school's Christian vision

"Healthy trees bearing good fruit"

Based on the biblical quotation from St Matthew 7:7

All are inspired to fulfil their aspirations through the shared Christian values of Kindness, Wellbeing, Gratitude, Individuality, Community and Inspiration.

Key findings

- The school's progress since the last inspection progress is clearly represented by its new vision and values but progress has been reduced due to the lack of a robust self-evaluation process.
- The school's Christian vision reflected in its exciting curriculum is enthusing pupils in a debate about their place in the world and promoting a strong sense of belonging to the church school community.
- The school's partnership with the church is highly productive and beneficial for the whole life of the school community.

Areas for development

- Ensure that the process of church school self-evaluation is robust and systematic, includes most groups in the school community and is based on evidence and analysis so that it informs planning and leads to ongoing improvements which have a clear impact.
- Actively involve pupils in the planning and leadership of worship on a regular basis so that they take a greater role in the development of worship within the school and that this leads to them having greater ownership of worship.
- Ensure that there are planned opportunities across the school curriculum to explore 'big questions' about life so that pupils are enabled to think globally and look beyond themselves to a greater extent.

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

School leaders have established a Christian vision which is understood to be firmly rooted in the Bible. Consultations took place with parents, staff and pupils ensuring that the vision is linked to the school's local context. The words of the vision are understood by pupils to be aspirational. The vision is inclusive, and creates a strong sense of belonging to the church school community. The school's vision shapes its development plans and policies. As a result, it is having a powerful impact on the whole life of the school by initiating a wide debate about the meaning of Christ's message. This has empowered pupils to reflect more deeply about their lives, developing their understanding about spirituality. However, there has been a period of instability over the last two years. As a result, the school's self-evaluation process is no longer embedded. Nevertheless, although the systems are informal the school has moved forward. This is evident in the very effective leadership of the development of the new vision and review of its existing core values. Productive relationships with other church schools inform practice enabling leaders to keep up to date with current developments. Its partnership with the local church community is integral to the daily life of the school and their contributions to worship have a significant impact.

The school's creative curriculum is a vibrant and innovative expression of its Christian vision. As a result, pupils are inspired by the vision to have healthy minds which absorb learning and achieve well. They recognise that the curriculum reflects the new Christian value of inspiration which is underpinned by Christ's life. The variety of engaging, interactive topic work widens pupils' skills and knowledge. Exciting visits to places such as Avebury and the Planetarium enhance learning as well as spiritual development. Pupils talk with enthusiasm about their homework because it is usually practical, exciting and engages with parents. The school has a clear understanding of spiritual development and planned opportunities within the curriculum are very effective. Barriers to learning for disadvantaged pupils are successfully addressed by a range of innovative and imaginative strategies. Attainment and progress for all pupils is in line with national averages ensuring that all flourish.

The school's value of individuality reflects its aspirational vision developing each one to be unique, created by God and inspiring them to be the 'best they can be'. Pupils have many opportunities to act in leadership roles, such as members of the worship team or school council or Eco club. In this way, decisions taken impact on the life of the school in a positive way. The curriculum provides opportunities for pupils to identify issues of disadvantage and deprivation. It motivates them to act on behalf of others who do not have their advantages. For instance, whilst learning about Kenya, they realised that pupils in that country did not always have access to water. They identified the need to act as advocates for change and now support a well-boring charity which provides water to villages in Kenya. Younger children have supported a charity to 'adopt a penguin' when they learnt that penguins had become an endangered species. Global and ethical issues are widely raised in the curriculum. However, opportunities to explore them through the use of asking 'big questions' about life are underdeveloped.

The school's vision promotes a strong culture of support and encouragement for everyone in the school community. They feel safe to express their opinions because they will be listened to and valued. Staff and pupils feel valued because they know their views and personal well-being matter to school leaders. Pupils know there is someone on the staff who is always there at any time to listen to any personal worries. Learning in mixed age groups promotes outstanding relationships throughout the school. Pupils say that any disagreements are generally 'sorted between themselves', in a spirit of forgiveness and reconciliation. The curriculum provides opportunities within discussions for pupils to disagree well and accept and respect contradictory viewpoints. Pupils who speak an additional language are highly valued as 'experts' who share their specialist knowledge with everyone. Enriching experiences such as visits to a Hindu temple had a powerful impact, widening pupils' understanding of religious beliefs and ways of living.

Collective worship is central to daily life. Christian teaching, often from Bible stories, reflect the school's vision and values enabling all to flourish. For instance, pupils understand that their values of kindness and friendship enable all to lead a happy, healthy and fulfilling life. Pupils recognise that worship provides important messages about their behaviour and attitudes. They understand and value opportunities for stillness, prayer and reflection in worship. As a result, worship promotes spiritual development very effectively. Prayer and reflection spaces in classrooms which promote a sense of personal spirituality are very well used by pupils. Members of the church community take exceptionally supportive roles in worship. A member of the school staff from the church community has a key role. She often shares planning and leading worship with the pupils' worship team enabling them to lead most aspects of worship. Music is an important feature, characterised by joyful, heartfelt singing, often in parts, which strengthened the sense of community. Pupils have a good understanding of the Trinitarian

nature of God. Pupils' evaluations of worship and suggestions for improvement, such as their request for even greater participation, have been addressed. Although governors' monitoring has been informal they are fully informed of pupils' views. Pupils are actively involved in different aspects of worship. However, they do not yet take on regular leadership roles without support.

Religious education is fully recognised as an important core subject. It reflects the school's vision by fully engaging pupils in their learning. This is because teaching and learning in RE is often highly interactive using drama and role play. High quality teaching is deepening pupils' understanding of key Christian concepts such as the current theme of salvation linked to Easter. Pupils enjoy expressing and discussing their own views about different beliefs and faiths. As a result, RE promotes pupils' spiritual development very effectively. Following changes in staffing, the headteacher has adopted the role of RE leader and all staff have now started teaching RE. The headteacher is supporting staff very effectively in the implementation of the new 'Understanding Christianity' resource. Informal monitoring is also encouraging and supportive of staff who are new to their roles. She is sharing good practice from her diocesan training with staff and meetings with local church school groups have supported her. Assessment procedures have been developed which inform planning, enabling pupils to understand how to make progress in their learning. Statutory obligations are met and RE is largely in line with the Church of England Statement of Entitlement.

Headteacher	Kay Vousdon
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