

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

South Baddesley Church of England Primary School

Address	South Baddesley, Lymington, Hampshire SO41 5RP		
Date of inspection	30 January 2019	Status of school	VC Primary
Diocese / Methodist District	Winchester	URN	116316

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

South Baddesley CE Primary School has 137 pupils on roll. The school has a low level of religious and cultural diversity. The proportion of pupils who are considered to be disadvantaged is lower than the national average. The proportion of pupils who have special educational needs and/or disabilities is also lower than the national average. Since the last inspection there has been a change of headteacher as well as a new deputy headteacher, new RE leader and a new chair of governors. Additionally, there have been other new staff to the school. The class structure has changed so that the school is now organised over six classes. This has led to an increase in the number of pupils attending the school.

The school's Christian vision

South Baddesley CE Primary School works in partnership with parents and pupils to ensure pupils thrive in God's love for us all. Through deeply rooted values they provide pupils with opportunities to develop as courageous people and learners, who persevere to achieve excellence in their learning. Through respectful and trusting relationships pupils show thanks and are at peace with themselves.

Key findings

- The dedication and leadership of the headteacher and her Christian belief that each child is unique and important to God, enables all pupils to flourish.
- The behaviour of pupils, the positive relationships and the pastoral care provided support pupils in becoming confident learners who achieve well.
- The extensive use of high quality literature, the continuing improvements to RE, the woodland school and the reorganised curriculum suggest the school recognize the importance of delivering a broad and balanced curriculum for all its pupils.
- Collective worship clearly supports the school's vision and associated values, making clear links with the Bible and the teachings of Jesus.

Areas for development

- To develop a shared understanding of spirituality throughout the school that will have an impact on collective worship and pupils' spiritual awareness.
- To explore and select innovative ways of introducing the Eucharist, allowing pupils to gain an understanding of its importance to Christian worship.
- To deepen, through a cohesive curriculum, pupils' understanding of Christianity as a global religion and to establish global partnership links with schools in different parts of the world.

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 headteacher displays a genuine passion for the school, working to ensure that each and every pupil, member of staff and parent feels cared for and valued. The long established Christian values are well embedded within the school and can be articulated, with varying degrees of understanding, by all stakeholders. Although not part of the school's six elected Christian values, everyone within the school is keen to ensure that kindness and love permeate the school's Christian ethos and readily discuss their meaning. Parents speak of staff going "above and beyond" and supporting pupils "as if they are their own children." The leaders are able to articulate the school's vision and are clear that the school welcomes everyone, including those with disabilities or learning difficulties. Within this supportive environment, pupils and adults are able to flourish. All members of the school community regularly consider the school's Christian values. The leadership team are aware that time needs to be spent in considering the vision statement and its relevance, so that everyone is able to fully understand its meaning. The school has established beneficial links with other local Church of England schools as well as with the local church and its congregation. The local church community is regularly involved in collective worship, leading this each week, as well as providing practical support and funds for the school. The senior leaders, as well as the leader of Religious Education (RE), regularly attend diocesan training and meetings in order to develop their knowledge and understanding of Church school leadership and professional development. Governors are able to speak with conviction about the ongoing processes they have established for evaluating the effectiveness of the school as a Church school. The school leadership have clearly established new systems to ensure that the recommendations from the previous inspection have been addressed. In particular, pupils are able to volunteer to lead the weekly community worship. Pupils often feel compelled to support social causes and are keen to share these with the whole school and the parents who attend these worships.

Historically, pupils attainment and progress is good and usually above national expectations. Senior staff are developing a range of strategies to support the academic and social learning of more vulnerable pupils and the establishment of the Inclusion Team has been highly effective in doing this. The school's staff are working to deepen pupils' spiritual understanding, however, the lack of a clear, shared understanding amongst the adults is hindering this process. The school's leadership team agree that this is an area they wish to strengthen. Opportunities are provided for pupils that support their spiritual, moral, social and cultural development. The weekly use of the woodland school for reception and Key Stage 1 pupils and the regular support this gives to the curriculum for pupils in Key Stage 2, is significant in supporting SMSC opportunities. The school have completed a review of the curriculum and are rightly proud of the opportunities pupils are given.

The leadership team are clear that they want each pupil and adult to strive to be the best they can be. This vision is clearly articulated and pupils can talk about making good choices in how they live. The use of the woodland school is enabling pupils to develop an understanding of their environment and the natural world. The school supports a variety of charities and pupils often request charities or causes that they would like to support. Pupils display a strong sense of compassion and a desire to challenge injustice and inequality. The school is aware that, although some links have been made with global communities, there needs to be more done in this area to strengthen pupils understanding of Christianity and different ways of life both nationally and globally.

Pupils' behaviour and their relationships are a strength of the school. Pupils themselves attribute this to the school's values. An important element of the behaviour policy is that pupils are told that every day is a new day. There is a clear process for dealing with any incidents of bullying or lack of respect shown to others. The leadership have made it clear, through the school's Christian vision, that everyone should be treated with dignity. Adults work with pupils and their families to ensure that attendance levels are good and support is given for those experiencing difficulties. The school has effective systems in place to support mental health and well-being of pupils and adults including the use of Relax Kids and ELSA and these are proving to have positive results.

Collective worship within the school is good and statutory obligations are met. The senior leadership team have taken time to ensure that pupils have the opportunity to attend worship in different groupings and for them to be led by a variety of adults and pupils. Community worships, which take place each Friday, are a positive introduction. These are attended by many parents each week. The headteacher frequently invites people from the local or wider community to lead them. In recent years this has included dementia awareness, plastic

pollution and a therapy horse. Pupils and adults are able to speak about the impact worship has on them. Some year 6 girls are currently organising a clothes exchange, having led worship about this, as they are concerned about the impact on the world of fast fashion. Whole school worship uses the school's Christian values and vision as a starting point, linking these to pupils' lives and to significant local, national and international events. School leaders recognise that there are ways of developing further opportunities for worship to contribute to the pupils' spiritual journey. Worship allows pupils the opportunity to pray and can involve pupils saying prayers spontaneously. Pupils' speak of the use of prayer within the classroom and the significance of the sacred space within each classroom. There are opportunities for pupils to learn about and encounter the teachings of Jesus and staff are proud of the importance placed on the use of Bible stories within worship and the curriculum. Teachers receive regular training on leading worship within the classroom. Pupils are regularly involved in evaluating collective worship through half termly Learning Circles.

The effectiveness of RE has improved with the appointment of an experienced and dedicated RE leader who has introduced a new long term plan for this subject. She makes herself readily available to support staff in their teaching of RE and provides appropriate whole staff and individual training. Assessment of RE is continuing to develop and teachers are now more confident with this aspect of the subject. RE has been given a high priority within the curriculum and is well resourced. Pupils demonstrate respectful, age appropriate, understanding of a range of religions. The school meets the statutory obligations for RE.

Headteacher	Anne Moir
Inspector's name and number	Sally Jenkins 913