



National Society Statutory Inspection of Anglican and Methodist Schools Report

Netheravon All Saints Church of England Primary School

High Street
Netheravon
Wiltshire SP4 9PJ

Previous SIAS grade: Not previously inspected as an academy

Current SIAMS grade: Good

Diocese: Salisbury

Local authority: Wiltshire

Dates of inspection: 15 January 2016

Date of last inspection: Not applicable

School's unique reference number: 140699

Headteacher: Hayley Humphris

Inspector's name and number: Andrew Rickett 201

School context

Netheravon All Saints is smaller than the average size primary school with 185 children on roll. The large majority of children are of a white British heritage and reflect a very broad range of social and economic backgrounds. About half of the children come from nearby military bases. Approximately a third of children either joins or leaves the school at times other than the usual. The number of children with learning needs and/or disabilities is above the national average. Overall attendance is above the national average. There has been a significant building programme since the previous inspection. The school is part of a formal collaboration with six local schools. It converted to academy status in April 2014 as part of the diocesan academy trust.

The distinctiveness and effectiveness of Netheravon All Saints as a Church of England school are good

- The establishment of an inclusive Christian vision means that children explore views on faith and belief in an environment where openness and tolerance are embedded.
- The children's mature understanding of prayer contributes to their understanding of faith.
- The commitment of the headteacher to the school's Christian ethos means that the needs of children are at the heart of school life.

Areas to improve

- Develop an understanding of spirituality so that it can be shared by all members of the school community.
- Ensure that high quality opportunities for spiritual development make a significant impact on children's learning and wellbeing.
- Develop the use of reflective areas in classrooms so that they enhance learning across the whole curriculum.

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

The Christian ethos of the school is based on the welfare and needs of the diverse backgrounds of children that make up the school community. In response to the school's Christian vision it has taken particular care to ensure that it provides for the welfare of children and their families especially as many of them join or leave the school part way through their children's education. The school has identified explicit values that are taught through the Bible stories told in collective worship and which reflect the school's inclusive approach. Children and their parents recognise the value of these stories in promoting a moral underpinning to relationships and how they help deal with them. High quality relationships, rooted in the school's Christian values, are a particular strength of the school and contribute to a learning environment in which identifying academic progress is a key aspect of children's success. Children are a joy and delight and respond with humour and enthusiasm when talking about complicated concepts of faith and belief. Opportunities for spiritual development are an integral part of the school day and, although teachers are clear about identifying them, a shared understanding of spirituality, particularly by all members of the school community is not yet fully embedded. Similarly, spiritual reflection is an important aspect of the life of the school, and supports children's understanding of the world around them, but opportunities to explore the potential for reflection is not yet fully developed across the whole curriculum. Children say that they feel safe in school and that they make good friends. They appreciate the diverse nature of the school community and the need to respect the views and opinions of others regardless of background.

The impact of collective worship on the school community is good

Children regard acts of worship as one of the main expressions of the school as a church school. They say that learning about Jesus and saying prayers are part of the everyday life of the school and help them to become 'better people'. Planning for acts of worship is thorough and based around broad themes that have been creatively interpreted to follow the rhythm of the church year and the life of the school. This approach enables themes to include Christian values that contribute more naturally to the central message. For example, the Easter story is explored through betrayal, bullying and persecution giving opportunities to relate Easter to school life and the wider contemporary world. Children appreciate this and comment on how the meaning of Bible stories in relation to their own lives is how they 'learn about the world they live in'. Acts of worship are explicitly Christian in character with prayers, symbols and simple words of welcome that reflect a distinctive Anglican tradition. Children have a mature understanding of the meaning and purpose of prayer and the power it can have to make a difference to a person's life. When discussing prayer, children clearly appreciate its inclusiveness. They are very sure that 'God loves everyone' and would listen to everyone's prayers 'whether they had a belief or not'. There are good opportunities in the life of the school to pray both on formal occasions and informally. The Prayer Tree is well used by children whose prayers will also be shared with those in the church congregation. Children have good opportunities to explore their understanding of the nature of the Trinity and talk with confidence about God as Father and Jesus His Son. They enjoy the chance to share their views on where God and Jesus are and what they do. Their understanding of the nature of the Holy Spirit is developing. The headteacher has ensured that children are involved in the regular planning and leading of worship. Each class has responsibility for preparing an act of worship based on distinct elements of worship which contains a religious teaching. Children are proud of these opportunities. The recent establishment of the Worship Crew is further enhancing children's leadership by giving them regular involvement in the evaluation of worship although their role is still developing.

The effectiveness of religious education is good

Children make good progress in religious education (RE) by the end of Key Stage One when the majority of children attain standards that are in line with national expectations. This continues through into Years Three and Four although the high mobility of children either

joining or leaving the school during Key Stage Two does have an impact on the standards attained by some children by the time they leave at the end of Year Six. When children's starting points are taken into consideration, and the progress made while they are at the school, the overall quality of learning in RE is good. The number of children achieving at higher levels as they move through the school is below national averages. Teaching is secure with confident staff delivering lessons that engage and challenge children's knowledge and understanding of what they learn from RE. Children respond well in lessons and are enthusiastic when discussing and sharing ideas. Lessons have a good balance of new learning and opportunities to explore a deeper meaning; children make good progress in lessons. Teachers refer to prior learning and children are encouraged to use their good knowledge to make links that enhance their understanding. For example, when visiting the local church to study religious symbols, a class of younger children used their knowledge of Bible stories to interpret the meaning of symbols such as a dove or the cross. Religious education makes a valuable contribution to the children's moral and social development. Incorporating concepts of justice and poverty into their learning enhances the children's appreciation of RE through links to the school's values and the themes covered in collective worship. Teacher's assessment of children's knowledge in RE is accurate and the RE manager has a good understanding of the information available to identify strengths and areas for improvement. The assessment of what children learn from their studies is less well developed. The RE manager has an effective grasp of her subject through scrutiny of children's work and observations of RE lessons. Through regular professional development she has been able to deliver useful training for staff including trialling some new diocesan RE units.

The effectiveness of the leadership and management of the school as a church school are good

The headteacher clearly articulates a distinctive Christian vision which places children at the heart of all the school does. Other members of the school community, including parents and governors, echo the headteacher's commitment to an inclusive community that allows children to openly explore the meaning of faith and belief. The headteacher has ensured that the Christian ethos has a profile and is underpinned by explicit Christian values and Bible teaching. The school has addressed the areas for development identified in the previous report to provide opportunities for children to lead acts of worship and to explore ways to increase visits into the RE curriculum. Self-evaluation as a church school is accurate and the headteacher has a good grasp of the areas for improvement needed to continue to take the school forward as a church school. The involvement of staff and governors in self-evaluation and in responding to preparation for inspection has raised their awareness and understanding of concepts such as spirituality and particularly how to improve its impact on the wellbeing and learning of children. Monitoring of collective worship and RE by senior leaders, including the vicar, ensures that progress towards addressing targets identified in action plans are being met. The vicar plays an important part in the life of the school and has a good understanding of its strengths and areas for improvement as a church school. She is well known to children and parents through collective worship and the celebration of major Christian festivals in the parish church. The school has very good links with the diocese through the academy trust and opportunities for training. The school meets the statutory requirements for RE and collective worship.

SIAMS report January 2016 Netheravon All Saints CE School Netheravon SP4 9PJ