

# Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Shoscombe Church School</b>			
Address	St Julian's Road, Shoscombe, Bath. BA2 8NB		
Date of inspection	19 November 2019	Status of school	Academy inspected as a Voluntary Aided school. Midsomer Norton Schools Partnership Trust.
Diocese	Bath and Wells	URN	146424

<b>Overall Judgement</b>	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

### School context

Shoscombe is a primary school with 81 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 in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The school became part of the Midsomer Norton Schools Partnership Multi-Academy Trust (MAT) in December 2018.

### The school's Christian vision

"Inspiring Everyone to Shine"

We inspire and nurture our children to discover their unique potential. Individuals will shine with self-belief and go into the world with the determination and resilience to follow their dreams.

### Key findings

- Leadership is passionate and committed to the work of a Church school. A rich inspiring curriculum is being created although the provision for spirituality requires further development.
- The Christian vision drives the school's work to support all pupils, particularly those who are vulnerable pupils. Specific and often highly individualised provision is put in place which raises self-esteem and enables pupils to flourish.
- Influential partnerships make a significant contribution to pupils' development. Relationships with pupils in other countries deepen pupils' understanding of exploitation of the natural world, enabling them to become confident advocates for change.
- The school is seen as a caring community where pupils from other schools are welcomed so they can overcome barriers and shine. Pupils make strong relationships and show a high degree of respect.
- The importance of religious education (RE) is rising steadily, with new resources and imaginative new plans created which challenge pupils' thinking. However, assessment in RE is not fully developed.

### Areas for development

- Ensure that high quality experiences relating to spirituality are identified in planning enabling pupils to express their deepening ideas in a range of creative ways.
- Enable pupils to take a central role in evaluating worship which then allows them to lead initiatives which raise its quality and impact.
- Create a rigorous and robust system of assessment in religious education which enables the progress of all pupils to be closely monitored and allows areas for development to be recognised.

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 central to the life and development of the school. Its importance is increasingly understood by the community. The vision is inspiring pupils to recognise and develop the different gifts each has, so 'that they can shine'. Pupils are growing in confidence and self-esteem in what they can achieve. Leaders articulate a sound understanding of the biblical principles underpinning the vision. They talk about a God of love who cares for each of us as we are wonderfully made. Staff see their role as showing God's love and enabling pupils to achieve their God-given potential. The vision is shaping the strategic direction and daily life of the school. The creation of a nursery on site as there was no other provision in the village shows the school's love in action. Pupils have a growing appreciation of the vision and talk about how it inspires and challenges them.

The vision is clearly reflected in the nurture and care for vulnerable pupils. Central to this is raising all pupils' beliefs and attitudes in their own ability. An impressive example of this saw leaders create a running club so one pupil could 'shine' and feel successful. Pupils' self-esteem is enhanced by a variety of visitors from different careers who show how they overcame barriers to achieve their goals. This raises pupils' aspirations. Their diverse needs are effectively met with a range of support which is often highly individualised for each one. Pupils explain how the Christian values of aspiration and resilience help them to overcome barriers. Vulnerable pupils frequently make very good progress, significantly above expectations. The quality of this support is emerging as a distinct strength. The school is developing a reputation for their support, where pupils are effectively welcomed and enabled to flourish. Pupils' attainment is now broadly in line with national expectations and rising rapidly.

A variety of strong and influential partnerships promoted by the vision both inspire and challenge pupils' thinking. Pupils have a well-developed understanding of difference arising from visits to a number of European countries, including Denmark and France. Joint projects such as, 'respect the planet, recycle and reuse' deepen their knowledge of exploitation of the natural world and the need to care for God's creation. Pupils are inspired to respond, being advocates for change, raising awareness in their community. This overflows to local initiatives with pupils working closely with the local foodbank and centre for the homeless. Pupils talk about inequality and injustice and how they challenge these. The church makes a strong contribution to daily life, leading worship and celebrating the main Christian festivals. They provide Open the Book worship, which is eagerly anticipated by the pupils. The MAT provides significant support, notably through the expertise of advisers and joint monitoring. Increasingly the school is sharing its own strengths with its local linked schools, notably in special educational needs approaches and Early Years.

Leaders are creating a creative curriculum which fulfils the vision, inspiring pupils to learn and achieve their potential. A fine example is the 'schools without walls project' where pupils explore the arts. Local experts provide rich experiences which raise pupils' enthusiasm in other subjects. Spirituality has a higher profile with additional opportunities for reflection. Some quality experiences, such as spirited arts, deepen pupils' thinking. However, experiences are not progressively planned and pupils are not yet confident to express ideas clearly.

The vision is clearly reflected in the quality of relationships in this inclusive community. Pupils feel valued and part of a family. They recognise how staff live out the Christian values making enriching relationships. Pupils of all ages work and play together showing a high degree of respect which they attribute to the values. Older pupils act as buddies and resolve minor disputes. There is a well-developed understanding of the importance of reconciliation and forgiveness and moving on together. Pupils value the decisive action taken by leaders to support their wellbeing. Dedicated curriculum time allows creative and sporting activities which reduce stress. Leaders are passionate and completely dedicated to the life of this church school. There is a consistent drive to improve and provide high quality experiences. A strong cohesive team share this vision. Staff feel valued giving numerous examples where they have been supported to flourish and move into leadership roles. Leaders' astute evaluations are ongoing, consistently leading to significant improvements. Governors are enthusiastic and provide invaluable support.

The pupils' ethos and equality team play a significant role in leading worship. They are growing in confidence and developing themes which are meaningful to all. The team have begun to evaluate worship, gathering ideas from peers. At present however, they do not have the opportunity to lead new initiatives to raise the quality of worship. Pupils have a secure understanding of the nature of prayer. Some pupils feel prayer and reflection helps them when they are worried. Pupils have an understanding of most of the main Christian festivals, although for others such as Pentecost there was some confusion. Governors evaluate worship and this has led to parents being welcomed regularly to school worship.

Leaders are committed to raising the importance of RE. New innovative planning enables pupils to develop a coherent understanding of the Bible. These plans make strong links between RE, worship and those used in Sunday morning church, extending their relevance. This project has been recognised by the diocese. Pupils' understanding of key theological concepts is steadily developing as new Understanding Christianity resources are embedded. More time is given to exploring big questions allowing pupils to express their ideas, listen to others and refine beliefs. Pupils recognise RE as a safe space to share their thoughts. Pupils have a sound understanding of some of the major world faiths beginning to make comparisons with Christianity. Assessment procedures are in place, but these are not robust enough to identify where improvements can be made. The enthusiastic subject leader has introduced Godly Play which stimulates pupils' reflection. She has led training in this good practice in other schools.



**The effectiveness of RE is Good**

Staff use creative approaches to learning which effectively deepen pupils' knowledge. Overall, teaching is good and there are examples of high quality. Regular monitoring ensures the quality of teaching is rising. Pupils' attainment is good. Vulnerable pupils are well supported by staff stimulating discussions and explaining vocabulary. This enables them to make similar progress to their peers.

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