



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Ashbury With Compton Beauchamp Church of England Primary School	
Address	Ashbury, Swindon, SN6 8LN

School vision

United in a love for learning, we will grow and succeed together.

Ashbury Church of England VA Primary School is a place to be loved and where everyone loves to flourish in life (John 10:10). We will consciously create an environment of respect and inclusion, supporting our pupils and adults to ask for help, taking responsibility for their own learning. Everyone will feel united in showing love and compassion in our school community and beyond. They will have the confidence to seek new knowledge to help them grow and knock with perseverance to open doors of exciting opportunities in our ever changing world. (Matthew 7:7)

School strengths

- The vision of the school is a lived reality, enabling children and adults to flourish. School, trust leaders and governors know their school well. They take effective action to continue to develop the school.
- The school is a community of love, where families are welcomed and included. Exceptional care is provided for the wellbeing and mental health of children, their families and staff.
- The curriculum is carefully adapted to ensure the needs of children are met. Children with special educational needs are catered for well.
- Collective worship enables children and adults to flourish spirituality through embedded Christian values and Bible stories.
- The RE curriculum is effectively planned and implemented.

Areas for development

- Establish a shared understanding and language to describe spirituality. Use this to plan ways in which you can deepen spiritual development as children progress through the school.
- Seek more opportunities within curriculum units of work for children to lead their own response to injustice. Enable them to make ethical choices and develop their ability to be positive agents for change.

Inspection findings

Ashbury With Compton Beauchamp Church of England Voluntary Aided Primary School is a community united by love. Children and adults flourish due to living their Christian vision together. The vision and core values of perseverance, responsibility and compassion are deeply embedded. These enable the children to learn and succeed together in harmony and respect. School, trust leaders and governors know their school very well. There are well-established systems of monitoring and reporting at both school and trust level.

The school sits at the heart of its community. Its Christian vision contributes to the flourishing of the village and the wider community. For example, the school is instrumental in village events, such as remembrance and the village nativity. Local partnerships enrich the offer that the school makes to the community. Families benefit from weekly school led coffee mornings in the village public house which offer additional and support. The strong partnership with the local church is mutually beneficial. Children and families regularly crowd into the parish church for special services, and clergy regularly support the school and lead collective worship.

The school ethos is welcoming and nurturing. Staff describe the school as a happy community. Parents call it a big family. The school is very inclusive and welcoming. Children demonstrate respect, compassion and acceptance of difference. The children are actively listened to. The school has adopted an effective approach for managing children's behaviour. Christian values and Bible stories inspire children to learn how to relate to one another well. Pupil voice is fostered through an active school council.

Wellbeing and mental health are impressively prioritised in the school. The headteacher and another senior teacher have qualifications to support this. Some children are trained to become mental health ambassadors. Leaders and governors have invested in additional support staff to focus on the children's wellbeing. The trust provides staff with employee assistance and a 24/7 helpline, in addition to support that they can access within the school. All these initiatives combine to make an enriching offer of support for all.

The curriculum has been carefully crafted to ensure that children can achieve the aims of the school's Christian vision - to grow and succeed. Units of work are carefully sequenced and are progressive to maximise opportunities for children to reach their potential. The engaging curriculum and extra-curricular offer has been informed by children's views to meet the vision's aspiration to engender a 'love of learning'. Opportunities for hands-on, memorable experiences have been prioritised. The curriculum is regularly reviewed to ensure that it remains fit for purpose. Vulnerable children, and children with a Special Educational Need or Disability (SEND), are catered for well. Children's needs are carefully assessed and planned for so that all children can access the curriculum. A bespoke curriculum is designed and implemented when a child is attaining significantly below their peers, to ensure that all children can make progress. Care is taken to ensure that enrichment activities are inclusive of all.

Spirituality is fostered through a range of embedded, successful approaches. For example, there is a daily spiritual time where the school community comes together to carry out a reflection. Adults routinely use questioning across the curriculum to encourage deeper thinking. However, the school has not yet embedded a shared understanding of spirituality, and therefore opportunities are missed to plan the development of spirituality.

Daily collective worship significantly contributes to the flourishing of the school community. Collective worship is prioritised each day and is valued by children and staff as a time to unite and grow together. The children are inspired by Christian values and Bible stories. Prayer is central to the life of the school. The children sing joyfully and spontaneously together. This creates an atmosphere where all feel able to join in, including very young children, children with significant SEND needs and children with other beliefs. Whilst there is no doubt that everyone benefits spiritually from worship, the school is currently focusing on increasing the active participation of children, particularly in reflective discussions.

The school use a range of effective strategies to develop responsibility. The school council are active. For example, they have worked with the parish council to reduce the speed limit outside of

the school. The school appoint 'responsibility rangers' to carry out important tasks around the school environment. The children also learn how to make a positive difference to others less fortunate to themselves. They have recently participated in events to benefit Ukraine and Afghan refugees. The school is partnered with Yeshua Children's Ministry. The children have raised money for the ministry's children's uniforms and stationery and written letters and prayers for them. Some children have shown initiative outside of school and have carried out good deeds to support their neighbours and charities. However, there is less evidence of children independently making ethical choices and taking positive action in curriculum subjects. For example, when learning in geography or personal social and health education (PSHE).

The religious education (RE) curriculum is effectively led and implemented. RE is prioritised in the timetable. Care has been taken to ensure progression in core knowledge and skills. RE units have been thoughtfully placed to link learning to other curriculum areas. The curriculum is well resourced. The school have an excellent relationship with the Diocesan team who have provided professional development for staff. Children enjoy their learning in RE as the curriculum is relevant and engaging. They describe learning in RE as being important, particularly when they are acquiring knowledge and understanding about other religions and worldviews. The children demonstrate an impressive desire to understand other faiths and cultures so that they can be respectful of difference. Children make good progress in RE. The school has embedded effective strategies to assess RE. These allow teachers to carefully track the children's progress. As a result, most children, including children with SEND, achieve expected outcomes in RE, and gaps are closed over time.

The inspection findings indicate that Ashbury with Compton Beauchamp Church of England VA Primary School is living up to its foundation as a Church school.

Information			
Inspection date	26 June 2024	URN	149419
VC/VA/Academy	Academy	Pupils on roll	85
Diocese	Oxford		
MAT/Federation	Faringdon Learning Trust		
Headteacher	Rachael Smith		
Chair	Anthony Cook		
Inspector	Claire Platt	No.	2303