

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

### Shaw-cum-Donnington Church of England Primary School

<b>Address</b>	Love Lane, Donnington, Newbury, Berkshire, RG14 2JG		
<b>Date of inspection</b>	20 November 2018	<b>Status of school</b>	VC primary
<b>Diocese</b>	Oxford	<b>URN</b>	109974

<b>Overall Judgement</b>	<b>Grade</b>	Requires Improvement
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>Additional Judgement</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	Requires Improvement

#### School context

Shaw-cum-Donnington is a primary school with 88 pupils on roll. The school has a very low level of religious and cultural diversity and few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national average. The proportion of pupils who have special educational needs and/or disabilities is below the national average. Since the previous inspection, a new headteacher was appointed in April 2016. There have also been significant changes to the teaching personnel of the school.

#### The school's Christian vision

We will provide a stimulating learning environment that engages children of all abilities and instils in them a love of learning. As a Christian school, we want every child to know that they are important to God and loved by him.

#### Key findings

- Shaw-cum-Donnington is a friendly and inclusive small school where all pupils, regardless of background or ability, are respected and nurtured. It is held in high esteem by parents and pupils.
- Leaders are committed to the wellbeing of the whole school community and put its needs at the centre of decision making.
- Some progress has been made in collective worship since the previous inspection, but it has not been rapid enough. This prevents the grade from being higher.
- Pupils do not have a love of learning for religious education (RE). This is contrary to the school's Christian vision and prevents the grade from being higher.
- Governors are supportive and monitor some aspects of school life. They do not systematically evaluate the impact of the school's Christian vision in all areas of its work. This prevents the grade from being higher.

#### Areas for development

- Governors to develop and embed rigorous monitoring and evaluation of the impact of the school's Christian vision on the community. This ensures a deeper shared understanding of the school's effectiveness and distinctiveness as a church school.
- Develop collective worship, so that it is creative, inspiring and pupils understand the value of prayer and the role that God plays in their lives.
- Ensure the monitoring of collective worship involves a range of members of the community so that pupils have more experiences for spiritual development.
- Ensure that the provision for RE is of high quality so that the school's Christian vision is fulfilled.

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

Shaw-cum-Donnington is a welcoming and highly inclusive church school. Relationships within the school community are strong. Pupils and parents speak positively about the size of the school. They recognise that, due to its size, the school has a family feel where everyone is treated with respect. One pupil said, 'Everyone can be who they want to be at this school.' Leaders of the school know their pupils well and make decisions based on what is right for individual pupils. All pupils are valued. The headteacher tells the pupils that they have been missed if they are absent from school. Pupils report very few incidents of bullying of any kind. Peer mediators are well respected throughout the school and understand their role. They know how to support others when resolving conflict and are imaginative in doing so. They are also aware of their limitations and know how to seek support if the problem is too big. However, pupils are not able to attribute their acts of forgiveness and reconciliation to the school's Christian vision. Leaders place value on developing the wellbeing of pupils. This has been a priority for the new headteacher and her team. A family support worker is well respected, and pupils speak about sharing their problems and worries with her. The new personal, social and health education curriculum is beginning to be embedded. The school has in place a system to support the mental health and wellbeing of pupils and staff. Leaders ensure that the relationships and sex education curriculum is age appropriate.

The curriculum is broad and balanced. As a result, pupils, including the most vulnerable, are engaged with their learning. Parents say staff are quick to spot and address problems that any child in their care faces. Pupils also know that the staff are there to support them. An older pupil said, 'I find maths hard but when I ask the teacher to help, I know that they are listening and will help me.' Most members of the community link this support to the small size of the school rather than to its Christian foundations. Leaders provide pastoral support which best meets the needs of the pupils. Conversely, provision of academic support does not seem to be as strong. This is reflected in the academic achievements and progress of the pupils. Staff cite that the pupil's spiritual understanding relates to ethical issues. Pupils feel aggrieved by the amount of plastic in the ocean. This has led to a reduction in the amount of plastic that they use. Staff talk about reviewing the curriculum to ensure it reflects the local community. They have rightly identified the need to develop stronger international links with other schools and churches. Pupils talk enthusiastically about providing harvest gifts for the local foodbank. However, they are not able to say why they were doing this or how it supports others in need.

The school has strong links with the local church. Pupils speak enthusiastically about the rector's collective worship and the time that she spends with them. The school has established good links with the diocese. Staff and governors have attended diocesan training. All staff were involved in formulating the vision for the school. However, few members of the community are able to express the biblical context of this vision. Governors have a system in place for visiting the school, but this does not involve evaluating the school as a church school. Leaders are aware of national and local church thinking on embracing dignity and respect. For example, they have used *Valuing All God's Children* when rewriting the uniform policy. The governors have not incorporated the Christian vision of the school in all school policies.

Being a collective worship leader is a highly sought-after position amongst the older pupils. They are confident of their role and enjoy the responsibility but are not yet fully involved in the planning of worship. The headteacher and rector jointly plan worship. Pupils and staff speak enthusiastically about the clergy involvement and enjoy worship which is led by other Christian organisations. Pupils are unable to talk about the benefits of different styles of worship or how it excites and enthuses them. There are limited experiences for pupils to develop spiritually through prayer, stillness or reflection. Pupils speak enthusiastically about the end of the day prayer. Conversely, they are not able to talk about the importance of prayer in their daily lives. Pupils throughout the school recognise that the lighting of the candle symbolises Jesus being the light of the world. Pupils are unable to recognise the importance of the Bible or the Christian belief in God as Father, Son and Holy Spirit. There has not been enough progress since the previous inspection to ensure that collective worship is effective for all pupils. Consequently, the school is unable to demonstrate how worship actively engages with its Christian vision.

The passionate RE leader is beginning to bring about improvements within the subject. She is engaging with diocesan support and the local RE network. School leaders have provided staff with professional development in RE. The school has undertaken training on the 'Understanding Christianity' resource. This is beginning to be embedded. Pupils have an understanding of a range of different religions and appreciate the importance of this knowledge. However, there are too few occasions for pupils to reflect on their own beliefs or to challenge the thinking of others. There is not a system in place for assessment in RE. This means that planning is not adapted to ensure that pupils are being challenged or supported. RE does not currently reflect the school's Christian vision

of engaging children and instilling a love of learning. This is because there is little understanding of the progress that the pupils are making.

The statutory requirements for RE and collective worship are being met. They are in line with the Church of England Statement of Entitlement.

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