

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

### Compton All Saints Church of England Primary School

<b>Address</b>	Compton Street, Compton, Winchester, Hampshire SO21 2AS		
<b>Date of inspection</b>	22 March 2019	<b>Status of school</b>	VA primary
<b>Diocese / Methodist District</b>	Winchester	<b>URN</b>	116354

<b>Overall Judgement</b>	<b>Grade</b>	<b>Good</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>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

Compton All Saints is a primary school with 114 pupils on roll. The majority of pupils are of white British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The leadership structure has changed as the school no longer has a deputy headteacher. Following fund raising, a nurture room has been built to support vulnerable pupils.

#### The school's Christian vision

Colossians 3:12-17 encapsulates how we try to live as a school. A learning environment built on Christian faith is a place of happiness and compassion, encouraging strong, healthy relationships. These relationships are our greatest strength; motivating and sustaining us all in equal measure.

#### Key findings

- Pupils and adults speak passionately about the importance of everyone within the school community working as a team, with the school's Christian vision and values as their framework.
- Pupils can confidently discuss the differences between religious education and collective worship, articulating the benefits they gain from both. They enjoy opportunities to think and reflect, discuss deep questions and to develop their spiritual journey.
- The positive behaviour and relationships, along with the care given to each individual, supports pupils in becoming confident learners, who achieve well and flourish in a Christian environment.
- Pupils display their compassion for those less fortunate than themselves and are eager to find ways to help others.
- All pupils have opportunities to participate in regular enrichment activities and these make a very positive contribution to their spiritual, moral, social and cultural development, as well as improving their confidence and well-being.

#### Areas for development

- Deepen pupils' engagement with prayer, as a source of comfort and an expression of their relationship with God.
- Extend pupils' understanding of what it means to be a global citizen, further developing relationships with the community; locally, nationally and globally.

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**

At the heart of Compton All Saint's School are the school's vision and values. They are clearly rooted in Biblical teaching and are explicitly used by the school's headteacher and governors to shape the running of the school, its development plan and policies. Pupils of all ages are able to discuss the Christian values at length and are able to give examples of how they have used them when resolving disagreements or in helping them to make decisions both at school and at home. They know the school's vision but are not able to articulate its meaning quite as clearly. Parents are fully aware of the school's vision and values. They speak with pleasure of the gift from the school of a fridge magnet inscribed with the passage from Colossians 3. Some say that this is used at home when discussing issues with their children. The school staff and governors are clearly proud of their school and have established a strong, hardworking team, led by the effective, Christian leadership of the headteacher. Governors are a frequent presence within the school and, following the last inspection, have developed an effective monitoring programme which ensures they are fully aware of how the school continues to develop as a Church school. The statutory obligations for collective worship and religious education are met.

The school's vision of providing a Christian learning environment where pupils can flourish, can be seen to be successful in the progress all groups of pupils make. A rich curriculum is delivered, ensuring that pupils have opportunities to develop academically and spiritually as well as enjoying a range of enrichment activities. The use of the Forest School not only allows pupils to gain confidence and develop resilience but also provides valuable spiritual experiences. Staff share a clear and secure understanding of spiritual development that is distinguishable from social, moral and cultural development. The school's results are in line with or above national averages. Vulnerable pupils are well supported in a variety of ways. The school is committed to supporting each and every pupil and one example of this is the lodge they have built on the playground. In this calm, quiet, homely environment, interventions can be undertaken, supporting pupil's well-being.

Compassion is an important Christian value for both pupils and adults and is also a cornerstone of the vision. Pupils speak of how they need to show compassion for each other and for everyone around the world. There are strong links with a school in Uganda with pupils from Compton raising money to support their Ugandan friends, as well as exchanging letters with them. These have helped pupils from both countries to gain an understanding of the similarities and differences in their lives. The school council decides on which national charities the whole school will support and individual pupils have found ways to support charities of importance to them, such as the NSPCC. School leaders would like to enable pupils to gain a deeper understanding of global issues as well as more involvement at a local and national level. Pupils have the confidence to challenge inequality and injustice and through the curriculum explore difficult questions about the world.

The importance of relationships within the school, to motivate and sustain every person as uniquely created by God, is articulated in the school's vision. Consequently behaviour and relationships within the school are of the highest level. Pupils speak of forgiveness and reconciliation as being prevalent within the school, with their values of honesty and compassion helping underpin this. The mental health of pupils and adults is a priority. The care and time given to all members of the school community by the staff is above and beyond expectations. Pupils and staff alike speak of knowing how much they are valued, cared for and loved by God and by others in school. All members of the community, whatever their background or differences, are treated with dignity and respect. Parents also praise the support they and their children receive from the headteacher and staff. They speak of the inclusive nature of the school and the "respect given to each individual, enriching their lives and allowing them to flourish." Parents, pupils and staff were involved in writing the school's new anti-bullying policy and this collaborative approach has proved successful.

Collective worship is seen as a particularly important time of the day where pupils and adults can immerse themselves in a calm and spiritual experience. The hall is often made darker than usual, lit by five candles, strategically placed. All are welcomed and respected with the school's ethos, of working together as a family, strongly reinforced. Pupils sit on mats in 'family' groups, each one carrying a tea light which they illuminate during a time of reflection or prayer. The use of music, hymns, Christian greetings, Bible readings and appropriate silences all add to the impact of this time in the day. Pupils speak of collective worship contributing to their spiritual development, explaining the atmosphere during this time "allows you to have a relationship with God."

Collective worship is used to reflect upon the school's vision and values and for pupils to understand the relevance of the teachings of Jesus to their lives today. Within worship prayer is seen as important. There are opportunities for prayer at others times in the day, though these are limited. The school leadership are keen to develop prayer so that it becomes a more valued part of pupils' lives. Pupils are able to offer spontaneous prayer in some RE lessons and pupils in Year R are developing this with heart-warming clarity.

RE is well led by a teacher who readily gives of her time to support staff and to aid pupils' learning. She ensures they have an excellent knowledge and understanding of Christianity and a range of world faiths through careful curriculum planning and providing well organised, appropriate artefacts. Pupils' responses and levels of understanding are deepening in line with the subject's higher profile in school. Pupils have a good understanding of Bible stories which has been supported by the introduction of Godly Play into some Key Stage 1 lessons. Systems for assessment are well established. The subject leader has regular opportunities to disseminate new ideas from her training with the diocese. The introduction of Spiritual Journals for each pupil has been well received with pupils explaining they can be used to "write the things in your heart and your head, it can make you feel close to God."



**The effectiveness of RE is Good**

RE teaching reflects the school's vision. It is regarded within the school as an important part of the curriculum. Lessons give pupils the opportunities to ask searching questions. Pupils speak of their enjoyment in being able to have in depth discussions where they can disagree without concern. One pupil spoke of others being "grateful for their honesty" and there being "no right or wrong answers" when discussing personal beliefs. RE is well taught and the school's monitoring reflects this. Teachers display a confidence and passion for the subject and are continually developing their own subject knowledge. As a result, pupils of all abilities make good progress. They are clearly developing their understanding of Christianity and a range of world religions.

Headteacher	Allison Driver
Inspector's name and number	Sally Jenkins 913