

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Churchill Church of England Primary	
Pudding Pie Lane, Langford, Bristol, BS40 5EL	
Current SIAMS inspection grade	Good
Diocese	Bath and Wells
Previous SIAS inspection grade	Outstanding
Local authority	North Somerset
Date of inspection	6 March 2018
Date of last inspection	19 March 2013
Type of school and unique reference number	Voluntary controlled 109215
Headteacher	Lorraine Woollven
Inspector's name and number	Jean Welch 878

School context

Churchill Church of England Primary School is an average size primary school with 196 pupils on roll. They are mainly White British children from the rural local area. The teaching team has been restructured to develop their areas of responsibility and drive forward the priorities identified in the school operational plan. The headteacher has been in post since September 2016. The number of pupils for whom the school receives extra funding, called pupil premium, is below the national average as is the number of those who have special educational needs and disabilities (SEND).

The distinctiveness and effectiveness of Churchill as a Church of England school are good

- The school's explicit and inclusive Christian values are lived out by the whole school community, regardless of background, promoting strong and respectful relationships.
- Self evaluation is a particular strength, leading to a church school that understands its strengths and weaknesses and how it can improve.
- Good links have been established between the school and the local church resulting in the pupils' increasing understanding of respect for the Christian faith.
- Engaging and inclusive collective worship times give the pupils opportunities to pray and reflect on the Christian values at the heart of the school. These values have a positive impact on spiritual, moral, social and cultural (SMSC) development.

Areas to improve

- Review the school's Christian vision in a process that involves the whole school community, so there is a consistent understanding of how it underpins the school's Christian ethos.
- Establish more opportunities for pupils to plan, lead and evaluate collective worship, in a variety of different settings, so that they develop a greater understanding of the importance of worship in the life of the school and community.

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

Churchill primary makes its school Christian values clear and explicit. In September 2017 the children identified seven core Christian values of respect, caring, hope, friendship, truth, love and courage. Having explored how these values are rooted in biblical teaching, they clearly understand that the values are distinctly Christian. Consequently, the school is a calm and happy place where pupils can articulate with great maturity the importance of the chosen values and their links to the Bible. This is well supported through both the worship programme and religious education (RE). As a result, most members of the school recognise the distinct characteristics of the values and identify how they affect their daily lives and achievements. Certificates for demonstrating these values are highly prized and indicate how they shape attitudes towards each other. Relationships throughout the school are strong and attributed to the Christian character and values of the school. For example, the school demonstrates respect and love to those few pupils whose behaviour falls short of expectations or whose attendance is low. The school's behaviour policy makes clear links to the Christian values, particularly that of courage, reminding pupils to 'be strong and courageous...' (Deuteronomy 3: 6-8) when reflecting on poor behaviour. Reflection areas, books and displays throughout the school are well used and enable pupils to express thoughts and prayers that are important to them, supporting their SMSC development. Pupils talk with enthusiasm of the Christian values they have already learnt about and list them as one of the strengths of their school. Pupil voice is extremely important to the school and pupils are democratically elected to the school council. Their opinions are sought by the headteacher as part of the school's self evaluation process. The members of the school council are proud that their ideas are listened to and taken seriously. For example, the school toilets, which the children identified as awful, are now completely refurbished and treated with care and respect.

Pupils make good progress in their learning. Where attainment and/or progress is not as good as it could be, staff demonstrate the school's values through careful and thorough analysis. This leads to appropriate strategies supporting improvement in learning. For example, a new scheme of work has been introduced to develop mathematics, an area identified for further improvement.

Charitable giving is clearly recognised as important in expressing the school's values of love and caring. For example, they are currently collecting books to send to South Africa to support the learning of less privileged children. Discussions and debates in RE are beginning to expand the children's knowledge of Christian concepts. Through RE they develop a growing understanding of Christianity as a multi-cultural world faith, as well as other religious beliefs. This helps them reflect on the relevance of faith for themselves and develop respect for others who hold different beliefs.

The school's Christian character informs the provision of SMSC development and makes a positive contribution to the children's wellbeing, regardless of their ability or background. The full impact of the Christian values on the pupils' learning and academic progress has not yet been embedded, although improvements to the quality of teaching and learning are evident. For example, confident teaching in RE and varied learning tasks challenge pupils' understanding and encourage them to apply their knowledge about spirituality clearly and with confidence.

The impact of collective worship on the school community is good

Collective worship is the primary way in which the school's Christian values are explored. The value of trust is the focus this term, with clear links to the children's behaviour in school, their own experiences and biblical stories. The children know that they are trusted to do the best they can. There is a good balance of biblical material and Christian teaching presented during worship which enables pupils to deepen their understanding of Jesus. The impact of all these factors is that learners can articulate some positive links between the Bible, their own lives, their attitudes and the school's values. All members of the school community regard collective worship as an extremely important part of the school's daily life. As a result, pupils and adults speak enthusiastically about their learning from collective worship, particularly the input from the 'Open the Book' church team. Worship is inclusive and sensitive to all in the school community and supports their SMSC development. All pupils, irrespective of faith or non-faith background, participate in the worship programme which effectively supports the community atmosphere of the school. Saying prayers, singing Christian hymns and songs and making use of candles is established practice. This supports pupils' familiarisation with Anglican practice as well as highlighting the good engagement of pupils in worship. Pupils and adults clearly enjoy praising God together in song. Prayer is important to the children who have opportunities to pray throughout the day, particularly before lunch and at home time. They know the school prayer off by heart and can explain how it helps them realise God's presence in their daily lives. The children appreciate using the areas set aside for prayer and reflection and see them as valuable and special. They are creative in writing their own prayers and use art and craft to express their understanding of what they are learning. A stained glass window representing the Holy Trinity, designed by the Year 3 pupils, takes pride of place in the school hall. Consequently, the children's understanding of the Christian belief in the trinitarian nature of God is developing. Worship in school is enhanced by worship at St Mary's and St John's churches on Remembrance Day, at major

Christian festivals and at the end of the academic year. Though pupils' participation is evident, they are not consistently engaged in planning, leading and evaluating worship. There are good plans in hand to strengthen these areas but they are not embedded in school practice. Governors monitor collective worship and report on its provision to the full governing body.

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

The new headteacher provides inspirational leadership and has transformed the school's ethos over the past year and a half. She has continued to use the vision for the school, adopted by the previous head, 'To inspire a love of learning within a Christian community, promoting tolerance, creativity and a zest for life.' This clearly interprets the diocese vision for education of 'life in all its fullness' (John 10:10). The wider leadership team is committed to the school's Christian vision and the need for it to be constantly reviewed, to keep it fresh and meaningful for the school community. The headteacher is passionate that every child in the school, whether they are Christian, of other faiths or of none, will be supported to find their individual gifts, to love learning and become successful in what they choose to do. Self evaluation is rigorous in every area of school life. Consequently, the school has a clear understanding of its current position and how it can progress, particularly linked to its Christian values of courage and trust.

Restructuring of staff last year was driven by the desire to create opportunities for development of staff and governors. This has benefited the school with individuals developing new skills, taking on new responsibilities and improvements in subject areas. Additional leadership capacity has enabled the headteacher to engage with reviews of other schools and lead training. The headteacher, who is currently the RE coordinator, will be able to hand over this role to a middle leader following careful succession planning and professional development. All staff, the collective worship leader and governors are provided with appropriate training, from the county and diocese, equipping the school with knowledgeable, skilled leaders. The partnership with the church is strong and the vicar takes a particular interest in matters of church school education, collective worship and RE. The school meets statutory requirements for RE and collective worship and both policies are up to date. The governing body is well informed and ensures that the school's Christian vision motivates all policy and practices which impact on meeting the needs of all learners. Areas from the previous SIAS report have been fully addressed. Parents praise the school leadership highly and value the staff as approachable and willing to discuss any concerns. They are fully informed about what is happening at school through parent forums and newsletters. They are engaged in the life of the school and appreciate the school's Christian character and the impact this makes on their children's lives. The governors have a good understanding of the school's performance and effectively question senior leaders about the quality of teaching and pupil progress. The school is preparing to become part of a multi-academy trust. The governors show determination to maintain the school's Christian character, by developing strategic plans based on the school's Christian distinctiveness.

SIAMS report March 2018 Churchill Church of England Voluntary Controlled Primary, Langford, BS40 5EL