

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Haselbury Plucknett Church of England First School			
Address	North Street, Haselbury Plucknett, Crewkerne TA18 7RQ		
Date of inspection	12 March 2020	Status of school	Voluntary controlled first
Diocese / Methodist District	Bath and Wells	URN	123816

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgement	The impact of collective worship	Grade	Good

School context

Haselbury Plucknett Church of England First School is a first school with 41 pupils on roll. The majority of pupils are of White British heritage. No pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The pre-school has 22 children. Since the last inspection, a new headteacher and Chair of Governors have been appointed and the school has federated with Merriott First School, which is not a Church of England school.

The school's Christian vision

Learning and Growing Together

Working together with parents and the wider community of church and village, we offer our children the chance to achieve their best, academically, socially and spiritually. We provide a nurturing environment with values firmly rooted in our Christian Foundation: peace, self-control, trust, kindness, patience and love.

“Seed fell on good soil, where it produced a crop” (Matthew 13:8)

Key findings

- The leadership's Christian vision and values underpin the daily life across the school.
- Partnerships and community engagement are a strength of the school demonstrating mutual care and support.
- Religious education is highly effective in developing pupils understanding of Christianity as a living world religion, and encouraging pupils to be thinking and respectful members of society.
- Governors do not robustly monitor the school as an effective church school.
- Currently collective worship lacks planning and evaluation involving the children.

Areas for development

- Governors should develop a robust monitoring system in order to ensure that they support the development of the school as an effective church school.
- Leadership should ensure that pupils are more involved in the planning, delivering and monitoring of collective worship so that pupils develop a greater understanding of how Christians worship.
- Leaders should clarify their thinking on how the federation with a non-church school can be developed further to deepen the partnership between the two schools.

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

Steered by a passionate new headteacher, leadership ensures that their Christian vision underpins the daily life of this school. The whole school focus is to grow everyone like 'good seeds'. This is based upon the biblical text "seed fell on good soil, where it produced a crop", and upon the school's supporting values. These are taken from the fruits of the spirit and are love, patience, self-control, peace, faithfulness and kindness.

This is successful in supporting all adults and children to flourish. The calm school environment and strong family atmosphere, testify to the success of this. There is a happy learning and working environment, and as a result, attendance is high. Staff recognise that leadership successfully places a high-priority on their good mental health and well-being, and care for them. Kindness is an expectation of everyone, and pupils are rewarded in celebration assembly each week for demonstrating this value.

The school is inclusive, supporting all pupils to achieve their full God-given potential. New children are welcomed and 'absorbed' into the thoughtful, Christian ways of the school. A broad and balanced curriculum provides all pupils with a range of innovative opportunities, for example to experience awe and wonder through visits to the local church to 'feel' its prayerfulness and peace. The curriculum also includes forest school and there is a range of popular extra-curricular activities offered in sports, arts and science. The school also runs an early risers club to care for pupils before the school day starts, thus providing a degree of wrap-around care for their families.

Pupil progress is closely monitored in all subjects and a range of effective personalised interventions are employed to support all individual learning and needs. As a result, there is no identifiable gap in attainment between groups of pupils other than with children who have special educational needs. These children, however, achieve in line with teacher expectations. Overall, pupil attainment is in line with, or better than, national.

The school enjoys a range of positive partnerships which support and enhance its Christian distinctiveness. It is federated with a non-church first school, with whom it works closely around common values and shares a governing body. However, governors do not monitor the distinctively Christian nature of its vision sufficiently rigorously to be effective in supporting the continued development of the school as a church school. The school also has a particularly close working relationship with its parish church and diocese. Staff and governors benefit from continual professional development and advice provided by the diocesan education team. The local vicar is a regular visitor in school, leading collective worship, and other parishioners also support, for example, by coming to school to listen to readers. The school celebrates major Christian Festivals with services in church which are well attended by families and members of the village community. The school is a valued part of its village community as shown by its participation in such local events such as Haselbury Plucknett in Bloom. School and church also hold joint events such as the annual village fair in the school grounds. Parents are very supportive of the school and speak positively saying it is "such a wonderful place". As members of the friends of the school, they raise a lot of money to provide extra resources and to support trips.

In line with its vision to help pupils grow, the school's transition arrangements are effective in reassuring children as they move between schools. Events are held between the school, its neighbouring village schools and the middle school to support the forward educational journey of year four pupils. This year group also enjoys an annual pilgrimage to Wells Cathedral in preparation for leaving school. Transition between the pre-school and reception in the school is highly effective including older pupils visiting pre-school children and bringing them to play in the school playground. As a result, intake numbers into reception from pre-school this year are very high.

Daily collective worship is important to the school as shown by its weekly programme designed around the school's chosen values. However, pupils are not as involved in the planning, delivery and monitoring of collective worship as they would like to be, though they do help to deliver worship, for example through the writing and reading of prayers. They are keen to participate when invited in worship and they enjoy the

thought-provoking themes delivered in worship sessions. Members of different religions talk to the children about their personal beliefs and traditions, encouraging them to develop respect and tolerance. Collective worship also includes a range of Anglican traditions including a welcome sentence, a lit candle, prayer and reflection and Bible stories about Jesus, including his parables. Worship is invitational and alongside religious education (RE) encourages pupils to care about world issues. As a result, pupils are becoming passionate advocates for change. They take action against injustice, raising money, for example, to support access to clean water across the world. Some took part in a march to raise awareness of climate change and have produced posters to inform their peers and win support for this movement in school. The whole school building has a sense of space and openness which supports children to behave calmly. Areas of the school are designated for reflection and prayer both in the classrooms and in the school grounds. This gives pupils daily opportunities to develop their personal spirituality, and they enjoy this. Prayers are said together at different points of the school day.

RE is a strength of the school and through a programme that includes the teachings of a range of world religions, supports the children's understanding of Christianity as a living world religion. Children are encouraged to consider big questions such as, 'where is God?' and respond in words or pictures. Teaching is inspirational and children say they enjoy RE. For example, they learn about the parables of Jesus through Godly play. They then discuss the emotions of the characters involved in the stories and relate these feelings to their own lives. Behaviour across the school is good and children say that they try to do what Jesus' parables teach them.

Headteacher	Anne Higginbotham
Inspector's name and number	Alison Appleyard 877