

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

<b>Greenfylde Church of England Voluntary Controlled First School</b>			
<b>Address</b>	Silver Street Ilminster Somerset TA19 0DS		
<b>Date of inspection</b>	22 May 2019	<b>Status of school</b>	Voluntary Controlled First School.
<b>Diocese</b>	<b>Bath and Wells.</b>	<b>URN</b>	<b>123764</b>

<b>Overall Judgement</b>	<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>	<b>Grade</b>	<b>Excellent</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

### School context

Greenfylde is a first school with 343 pupils on roll. The majority of pupils come from a White British heritage and there is a growing number of pupils who 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. Leaders make substantial contributions to supporting local schools by sharing their excellent practice.

### The school's Christian vision

Our doors are open – everyone is welcome in Greenfylde Church of England First School. As a school community we seek through shared service to support children, families and wider community; encouraging high expectation, hope and support for aspirations and an understanding that all deserve to receive and give respect and dignity.

John 10:10 '...life in all its fullness...'

### Key findings

- The distinctive Christian vision is fundamental to the work of the school, shaping its strategic direction and daily life. Pupils feel they are special and show a high degree of respect for others as part of their caring community.
- There is a rich tangible culture of aspiration across the school which leads to pupils having high expectations. Pupils have an extensive range of opportunities to develop their God given talents.
- The school is recognised as a centre of excellence for its work in special educational needs. Innovative approaches transform pupil's progress and raise their confidence in their own ability.
- Pupils articulate a deep understanding of Fairtrade issues linked to disadvantage and deprivation which are significantly beyond the expectations for their age groups.
- Leaders are deeply passionate about the work of a church school. There is a relentless drive to ensure religious education (RE) inspires pupils so they understand its relevance for their daily lives. However, pupils are less confident to articulate the links between worship and how these ideas shape their thinking and actions. There are also insufficient opportunities for pupils to develop the skills to plan and lead worship.

### Areas for development

- Extend the opportunities for pupils to plan and lead worship enabling them to develop their skills in different acts of worship in both school and local church.
- Enable pupils to recognise and articulate the links between themes in collective worship and how these can influence their lives and thinking both in and out of school.

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

Pupils explain that the school's vision is important to them in and out of school. The vision reflects that pupils come from different backgrounds, ensuring all feel valued. On joining some pupils have low aspirations and limited experiences which the school transforms highly effectively. The vision gives explicit direction to the school's strategic direction and everyday life. Leaders articulate a rich understanding of biblical principles underpinning the vision. They explain everyone is unique and precious to God, believing in their God given ability. Staff feel valued, developing their talents with many moving on to leadership positions. Monitoring is rigorously undertaken and is seen as everyone's responsibility. There is an impressive ethos of providing the best for each pupil, which comes from the vision. An exceptionally detailed monitoring plan is created each year with specific foci. Each learning walk or conference with pupils has specific questions to evaluate current provision. The pupils' voice is highly valued, leading to excellent forest school and other experiences being extended.

A rich, empowering culture of aspiration is tangibly evident. Inspired by their vision leaders made bold decisions to embed a curriculum rich in experiences where pupils develop their talents. Innovative careers' experiences are developed. For example, pupils talk excitedly about visiting factories to explore how solutions are found to specific problems. Curriculum experiences deepen pupils' understanding of skills, enabling them to enter design competitions where pupils' creativity is celebrated. These curriculum experiences inspire pupils about what they can achieve. This extends to numerous areas. In music some year groups are funded to play musical instruments. The yearly art exhibition is celebrated in a local gallery, the drama performance in the town theatre. The school leads a public speaking and poetry competition for the local area. This transforms pupils' attitudes to learning and their self-belief. Pupils talk confidently that learning enables them to have 'life in all its fullness'. The vision is reflected in their attitudes towards learning, overcoming barriers and working together. Pupils' progress is excellent, reflected in the above average standards achieved by the end of Key Stage 1 over a number of years. The impressive provision for vulnerable pupils enables them to make excellent progress, which is similar or better than their peers. A well-established understanding of spirituality has led to opportunities being woven creatively across the curriculum. Pupils' discussions reveal a depth of insights which makes them think and shapes their ideas.

The school is recognised as a centre of excellence for their work with vulnerable pupils and those with special educational needs. The headteacher has considerable expertise, working on behalf of the local authority. A vast range of resources of exceptional quality have been shared across the county. This has transformed approaches, enabling these pupils to receive the best possible support. Many of the resources are innovative, often responding to specific requests for guidance. The diocese recognises the quality of the creative approaches used in RE. The school supports a number of local schools for the teaching of RE and for their excellent practice in the early years. The school leads conferences supporting large numbers of teachers in the early years and pre-school groups. Their work here stands out, making a significant difference. The school is a champion for work on Fairtrade. This pervades all subject areas, deepening pupils' understanding of difference and deprivation. Pupils prepared a leaflet explaining Fairtrade aimed at children and used across the town. Farmers from other countries visit the school talking about the importance of Fairtrade for them. This deepens pupils' understanding of global communities. Pupils are inspired to respond in different ways becoming advocates for change. Other schools adopt their excellent strategies leading to Fairtrade awards being achieved.

Pupils talk about everyone being special. They make thoughtful links between developing good relationships, disagreeing well, tolerance and forgiveness and having life in its fullness. Pupils show an exceptionally high degree of care and respect for others, listening and valuing their ideas, but challenging others positively. This is reflected in their work in the community, challenging the town council on their policies for recycling. Multi-cultural weeks explore world faiths in depth with visitors sharing the importance of their cultures and beliefs. Pupils from different countries celebrate their traditions or faith in creative ways. Pupils' understanding of difference and diversity is significantly beyond expectations for their age group.

The RE subject leader is ambitious, relentlessly seeking excellent practice. Significant improvements have been made in the last three years. Understanding Christianity resources have extended teachers' subject knowledge of Christianity. Theological enquiry questions form a regular part of lessons. Pupils respond enthusiastically to these discussions revealing a deep understanding of religious concepts significantly beyond their age expectations. A

module on humanism enables pupils to contribute with integrity and appreciate different points of view. Religious education scrapbooks record discussions allowing the subject leader to monitor the progression of specific RE skills. The monitoring of RE, led by the subject leader, is exceptional with monthly reviews of books. Individual discussions with staff identify examples of excellent practice to be implemented. This has led to the quality of teaching and learning to be at least good and frequently excellent, fully engaging pupils. Evaluations led to a module being created which has enriched pupils' understanding of the Trinitarian nature of God. Governors have specific focuses for monitoring, they conference with pupils, leading to ongoing improvements. Pupils explain that RE challenges their thinking and has a relevance for their daily lives.

Worship is invitational allowing pupils of no religious faith or faith to contribute with integrity. Pupils have a good understanding of prayer and some feel it helps them when they are worried or angry. Pupils' knowledge of the main Christian festivals is well developed. Class reflection spaces are highly interactive, progressively deepening pupils' understanding of these festivals. A number of pupils plan and lead worship using a Bible story from the range of story sacks which are well used. However, there are limited opportunities for pupils to develop planning skills. Pupils talk about the Eucharist and its importance for Christians thoughtfully. Some pupils can explain how worship has helped them such as how they make friends. Worship does not inspire all pupils, few made links between themes raised and how these influenced their thinking in and out of school. Planning for worship is detailed and draws upon biblical themes enabling pupils to talk about Jesus' life in some detail. The evaluation of worship is a strength where conferencing and creative strategies lead to ongoing improvements. This has led to more multi-media resources being used. The church supports worship well, particularly through Easter experience workshops and other interactive activities. Their support for staff and their welcome for new parents are particularly valued.

Headteacher	Claire Oaten
Inspector's name and number	Revd David Hatrey 844