

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Durley Church of England Primary School

Address	Durley Brook Road, Durley, Southampton, Hampshire, SO32 2AR		
Date of inspection	26 June 2019	Status of school	VC Primary
Diocese / Methodist District	Portsmouth	URN	116283

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

School context

Durley is a primary school with 121 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. Since the last inspection a new assistant headteacher and a new Chair of Governors have been appointed.

The school's Christian vision

As a church school, we believe that a person's core Christian values are strongly held beliefs about themselves and the world around them that help to shape their lives. We want everyone within our school community to learn to show love for one another, respect for each other's differences and forgiveness towards others and themselves.

Key findings

- The headteacher is dedicated to ensuring that each pupil and member of staff is treated as an individual. She has been pivotal in creating a school where everyone strives to be the best they can be.
- The partnership between the school and the parish is particularly strong and is mutually beneficial.
- Pupils regard collective worship and religious education (RE) as important and inspirational elements of their school. They engage with and respond well to religious questions, giving thoughtful and mature responses.
- Every group speaks of the importance of the community, the family of the school, and the strength and support they receive from it. They also speak of the care and consideration given to each person as an individual.

Areas for development

- Develop pupils' leading of worship, as well as taking on elements of its planning, monitoring and evaluation, in order to give them a deeper appreciation of its place in their lives.
- Embed the new whole school approach to spirituality and develop more explicit planning throughout the curriculum so that pupils' spiritual development and understanding is strengthened.

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

The school is led by an experienced headteacher who ensures that the pupils are at the centre of all decisions. She is supported by a strong governing body and assistant headteacher. The school's Christian vision and values are at the heart of the school and are truly embedded. They are used to shape the school's improvement plan alongside school policies and relationships within the school community and beyond. The values are displayed throughout the school and have been integrated into outside areas. Pupils can sit in a quiet garden or reflection space, which pupils themselves have embellished with pictures and words. They explain that they like to sit to enjoy the beauty of God's world. The governors have ensured that the recommendations from the previous inspection have been addressed and discuss how the school has developed. They visit the school regularly. They monitor RE and collective worship and discuss the school's effectiveness as a Church school, including its impact on the lives of pupils and adults. An excellent partnership has been established between the school and the local church. This partnership is mutually supportive and beneficial, with all members of the school community speaking of its importance and value. The rector visits the school regularly, supporting the delivery of RE, collective worship and offering pastoral support. The school hall is regularly used by the church for family services and Messy Church, these are well attended by families from the school.

Outcomes for pupils are above national averages in all subjects at Key Stages 1 and 2, with the progress and attainment of vulnerable pupils being in line with other pupils. All staff are resolute in ensuring that all pupils should experience a range of activities during their primary school years. The school's leadership are not complacent in their delivery of the curriculum, always looking for new ways to enhance its breadth and relevance. Reading and books are seen as highly important and it is not by accident that the library has a central place in the school. Music and sport are also crucial elements of extra curricula activity, with all pupils being given opportunities to participate. There is a growing understanding of spiritual development. Recently, to aid pupils' understanding and their spiritual journey, four main concepts for spirituality have been introduced.

Throughout the school, displays show the work that pupils have undertaken in connection with aspects of the natural world and the importance of saving the planet. The school supports a wide variety of charities locally, nationally and globally. Pupils can discuss the reasons for supporting these and show a good, age appropriate, understanding of injustice and inequality. The school's main global project is currently related to toilet twinning. This was introduced to the pupils and each class found ways to raise money. Pupils are eager to support this enterprise further and are now considering ways, such as producing PowerPoints and posters, to engage local businesses in the scheme.

An important aspect of the school is the way it works to allow each pupil to be the best they can be. This is aided by the school's Christian values, which pupils say support them in their learning and in their exemplary behaviour. Pupils have a good understanding of forgiveness and talk about new beginnings each day. Staff have good relationships with pupils and their families, offering appropriate support when necessary. The headteacher ensures that all staff receive training on mental health and wellbeing so that any issues are more easily identified.

Respect, one of the school's Christian values, is an important element of the school and of the way in which pupils and staff conduct themselves. Leaders ensure that any barriers to inclusion are significantly reduced. Central to the school's Christian foundation is their commitment to each person being treated with dignity. Pupils speak of feeling safe to express their views. They regard the school as a 'big family' where any differences are accepted. They have a real sense of belonging.

Collective worship is seen as an important element of the school day. Pupils speak of enjoying whole school worship, particularly having everyone together. They comment on class worship giving them greater opportunities to discuss issues that are important to them, such as articles they have read or seen on television. Pupils respectfully enter the hall with each class presenting their class candle. Older pupils speak about this symbolising the unity of whole school worship. At the beginning of some whole school acts of worship, signs and symbols are gathered to show the Trinitarian nature of God. Pupils have an age appropriate understanding of this. Collective worship includes reflecting on the school's Christian values and considers the teaching of Jesus and the relevance of this for pupils in today's society. Adults and pupils are able to discuss the impact that

worship has on their lives. Pupils say they enjoy acting out Bible stories and answering questions during worship, commenting that being involved helps them to remember and understand the messages and their meaning. They do not currently have many opportunities to plan, lead or monitor collective worship and this is an area the school aim to improve. Pupils are, however, a central part in the running of worship and are able to write prayers which are read at the end. A prayer tree has recently been erected in the front entrance and pupils, as well as parents and visitors, are encouraged to write prayers to hang on the branches. Some of these are used during collective worship. Each class has a reflection area. These are regularly used and pupils speak of their importance in enabling them to have the opportunity to pray informally during the day. Prayers are said at lunchtime and the end of the day, with pupils commenting on these quiet reflective times as giving the day structure. The RE leader has been instrumental in introducing prayer space activities. These have been well received, with pupils remarking on the impact they are having on the way they look at aspects of their lives.

RE within the school is well led by a relatively new leader. She has worked hard to ensure that the planning incorporates the new resource, Understanding Christianity. Through training with a member of the local diocese and regular staff meetings, teaching staff have developed their knowledge and confidence in teaching RE and do so to a high standard. Pupils are engaged in lessons and give thoughtful responses, engaging in discussions that show good prior knowledge of Christianity. They are clearly interested in finding out about a range of religions, displaying respectful understanding of the differences and similarities between them. Teachers provide a range of engaging activities which capture the imagination and interest of pupils. Pupils speak with enthusiasm of their enjoyment of these lessons. The RE leader has developed an assessment system for RE which is in line with other subjects in school. She is considering ways to improve this so that it will be easier to gain a clearer understanding of the progress pupils are making. Alongside the headteacher and a governor, the RE leader has a programme of monitoring which has had a positive impact on the quality of teaching and learning of RE.

Headteacher	Kirstie Baines
Inspector's name and number	Sally Jenkins 913