

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

### Freshford Church School

<b>Address</b>	High Street, Freshford, Bath BA2 7WE		
<b>Date of inspection</b>	04 July 2019	<b>Status of school</b>	Academy inspected as VC, Bath and Wells Diocesan Academies Trust
<b>Diocese / Methodist District</b>	<b>Bath and Wells</b>	<b>URN</b>	<b>145583</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>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

#### School context

Freshford Church of England Primary School has 158 pupils on roll in five mixed age classes. 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 headteacher has been in post since 2013.

Since April 2018 the school has been part of the Bath and Wells Diocesan Academies Trust.

#### The school's Christian vision

Together we aspire, achieve and celebrate. The vision is based on Jesus' saying in the Bible verse: 'I have come that they may have life and have it to the full' John 10:10.

#### Key findings

- Strong leadership from the headteacher and governors is ensuring that the vision impacts positively on the school community. However, systems are at an initial stage for evaluating the impact of the vision upon all areas of school life.
- Pupils understand the importance of the school's vision and values and its relevance to their daily lives. This is impacting positively on the whole school community living well together.
- Pupils, especially those most vulnerable, benefit from school being a safe and happy place in which to develop a love of learning in a spirit of kindness, forgiveness and friendship.
- Collective worship has been enriched by the strengthened partnership with the church. Pupils have some opportunities to lead and participate in acts of worship and these are being extended, however the Christian message is not always strongly reinforced.
- Religious education (RE) enables all pupils to flourish. It offers a safe place to reflect on their views and to respect the views of others.

#### Areas for development

- Ensure that the processes for monitoring and evaluating the impact of the school's vision are embedded in the school review procedures, so that the vision is fully embedded into all areas of school life.
- Strengthen the use of Anglican practice in worship so that pupils develop a greater understanding of its distinctive features.
- In collective worship, ensure consistent use of biblical content in order that the Christian message within the theme is re-enforced regularly.

## **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 has developed an aspirational vision statement rooted in Christian narrative. It is at an early stage in working the vision through its policies and documentation. The vision reflects the school context and the school community very much owns the vision. The school's values are more strongly supported by Christian theology and this helps pupils to understand them in different contexts. As a result, pupils have developed resilience and they learn well. The headteacher is a very effective role model and he puts the vision into practice in all aspects of his work. This has resulted in a strengthened partnership with the local church and a high level of trust and respect amongst staff, governors and parents. The church and the diocese provide effective support for teachers and leaders and provide additional opportunities for pupils' spiritual, social and cultural development. Good partnerships with other schools in the multi academy trust effectively help to support church school improvement. The governing body has recently established an ethos committee to oversee church school development. Self-evaluation is in place but has been limited and lacks rigour. Areas from the previous inspection have been addressed well.

The broad and balanced curriculum, values every individual child and enables pupils to make progress well above the national average. In fulfilment of the vision, every child is encouraged to reach their full potential and realise the excellence within themselves spiritually, morally and socially. In order to achieve this, strategies are in place to identify and support the small percentage of vulnerable pupils within the classroom through appropriate interventions. As a result all pupils make good progress. The curriculum is enhanced by a good range of after school clubs such as music, literacy, art and sport which provide interesting experiences for those who attend. Staff ensure that all pupils are enabled to flourish within a supportive Christian structure whilst encouraging pupils to drive their own learning and self-assessment in order to improve.

The school's vision is established through many initiatives such as pupil buddying arrangements which result in pupils developing sound leadership, having positive relationships and showing care and respect towards one another. Freshford pupils have inquisitive minds and a concern for justice, driven by compassion. They are very pro-active in supporting a variety of charities such as the 'Turi Micah project'. This charity provides breakfast for school children in Kenya. Pupils research and propose most charities that the school supports. Pupils know that they are agents of change because they are able to live this at school. Pupils attribute their charitable activities to the school's vision and that they are, 'Trying to follow in Jesus' footsteps' as one pupil said. There is an awareness of global concerns such as poverty and injustice. Pupils are very active in promoting environmental issues such as, supporting snow leopards and plastic free schools. Through their commitment, the whole school has been inspired to raise funds and to be aware of social injustice. Pupils are challenged about the school values across all areas of the curriculum, so maintaining a high profile for the values and helping pupils to apply them to their lives. 'I think that Jesus is special because he told people that anger and unkindness are not the best way of living,' explained one child.

Attendance is in line with the national average. Pupils behave exceptionally politely and show consideration towards each other. Staff help pupils to work through any problems they may have, so empowering the pupils. Mental health concerns are addressed through the employment of a trained counsellor, so addressing the needs of the whole child. Amongst staff there is a culture of mutual support and mentoring which improves practice. Whilst most children come from a white Christian heritage there are also pupils from families with radically different philosophies. Every school member is treated with dignity and respect, regardless of their background. Any incidents of bullying are addressed swiftly in line with school policy.

Worship is seen as a time when the school family comes together. Pupils enjoy worship and participate at various levels. The themes are planned with the church and incorporate the school's values. However biblical narrative is not always incorporated into collective worship and so pupils are sometimes unsure of the Bible stories that relate to the values. The vicar and some members of church lead worship weekly. 'Open the Book' is used as part of collective worship and the stories are dramatised by the pupils. The impact of this is seen in that pupils remember certain visits and their personal implication. Pupils involvement in worship varies, they enjoy participating and they enjoy the challenging questions that are sometimes posed. Formal prayer is used but there are no welcome or dismissal responses. Pupils understand the importance of prayer and why Christians pray and they have opportunities to pray and reflect both indoors and outside. There is less evidence of the use of Anglican practice in collective worship so that pupils understand that God can be approached in a variety of

ways. There are informal systems in place to monitor and evaluate collective worship but improving them to effectively inform future planning is an area for development.

Religious education is taught discretely and is well planned and delivered. The RE leader is new to the post and so her role is at an early stage of development. Pupils say that they enjoy RE. Good questioning skills and managed discussions ensure that pupils are able to develop ideas and feel safe to express their views in the knowledge that these will be respected. The use of big questions based on 'philosophy for children' stimulates a high level of discussion. This approach is used in other curriculum subjects and so pupils are very used to this way of tackling discussions. Pupils understand the importance of studying other world faiths however the rural, mono-cultural context of the school does limit this. Written standards in RE are not always aligned to equivalent expectations across the curriculum especially at KS2. There is little evidence of rigorous monitoring in order to progress RE. Statutory obligations are met and reflect the Church of England statement of Entitlement.

Headteacher	Andrew Wishart
Inspector's name and number	Jane Garrett 618