

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

### **Chilton Foliat Church of England Voluntary Aided Primary School**

Stag Hill,  
Chilton Foliat,  
Hungerford,  
Wiltshire.  
RG17 0TF

<b>Current SIAMS inspection grade</b>	<b>Satisfactory</b>
<b>Diocese</b>	<b>Salisbury</b>
Previous SIAS inspection grade	Good
Local authority	Wiltshire
Date of inspection	16 January 2017
Date of last inspection	16 January 2012
Type of school and unique reference number	Primary 126397
Headteacher	Denise Weston
Inspector's name and number	Revd David Hatrey 844

#### **School context**

Chilton Foliat Voluntary Aided Primary is a smaller than average school. The number of children who are eligible for pupil premium support or who have English as an additional language is below national averages. The number receiving support for special educational needs is in line with national averages. The headteacher has brought stability to the school after a time of uncertainty, giving it a clear direction. Numbers are rising and a new class has been created.

#### **The distinctiveness and effectiveness of Chilton Foliat as a Church of England school are satisfactory.**

- Children's behaviour and their relationships are at least good and often better although they are not able to attribute these to the Christian character of the school.
- Collective worship has a central role in the life of the school, it engages children with opportunities for them to plan and lead.
- The head teacher has brought stability to the school after a time of uncertainty giving clear direction to its work, although monitoring and evaluation as a church school are not yet fully established.

#### **Areas to improve**

- Embed and provide a theological underpinning to the distinctive Christian vision and values that enables all children to articulate the impact this makes on their lives so that church school distinctiveness becomes an explicit aspect of the life of the school.
- Extend the school's monitoring and evaluation procedures to cover all aspects of church school life that involves staff, children and governors leading to on-going improvements.
- Raise the quality of teaching and learning in religious education (RE) supported by effective assessment systems which inform planning.

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

Chilton Foliat take their core Christian values from the “Roots and Fruits” collective worship programme. This includes twelve Christian values: generosity, truthfulness, courage, perseverance, compassion, trust, friendship, justice, thankfulness, respect, forgiveness and service. Children have a good understanding of the current value of perseverance, with even the youngest children explaining where they use this in learning and daily lives. This is effectively supported by displays in hall and classrooms which are built upon children’s comments. Some children are able to relate perseverance to a Bible story which reflects its Christian meaning. However, children are not able to recall in depth other values that have previously been explored and their impact outside of collective worship. Few could link a Bible story which indicated the meaning of the value or explain where the root of where the values come from as a church school. Whilst children feel that values generally make a difference to their lives and thinking, they are not able to do this clearly or give examples. The school lacks its own evidence of the impact that values make to the lives of children to accurately inform an understanding of their effectiveness. Staff model these values in their daily interactions with children, creating affirming relationships where each child is valued as an important individual. Care for others is demonstrated through fund raising projects. Children’s behaviour is of a high standard and they make good relationships with peers. Younger and older children work well together with notable examples of care shown for each other. At present though, children are not able to link their behaviour to the Christian character of the school or its values. Good attitudes are nurtured towards learning through the learning skills initiative, enabling children to become life long- learners. Children have a growing confidence in their abilities. Some progress has been made towards effectively addressing the target from the previous inspection to provide more opportunities for spiritual reflection. For example, there is dedicated time to consider questions arising from ‘Open the Book’ presentations. Brief thoughts from each child are often recorded by staff in each class reflection book. There is a more limited range of opportunities for children to regularly experience a deepening understanding of their growing spiritual awareness across the wider curriculum. For example, there are inadequate opportunities to express a personal spirituality using art or other mediums to share their ideas in creative ways. Therefore, at present the school is not fully aware of the impact which spirituality has to transform children’s lives and there are no plans to develop this further. Extending children’s understanding of other world faiths is an area the school recognises they need to develop further. The introduction of Discovery RE, a new programme of study in RE, is helping to address this. Children show a good interest in different religions and ask thoughtful questions. They show a tolerance and respect for those who hold views which are different to their own. The grade is not higher as the school was unable to provide robust evidence of the impact of explicit Christian values and spirituality and how they make a difference to the children’s lives.

**The impact of collective worship on the school community is good.**

Collective worship holds a prominent role in the life of the school. It effectively engages children through the use of drama, which children enjoy participating in. Worship is delivered at a lively pace and has a clear structure. Singing is a strong feature of worship with children singing with enthusiasm supported by members of the choir. A different aspect of a value is explored each week over a half term as part of a two-year cycle. Many of these are linked to Bible stories which help children identify some Christian values. Older children plan and lead worship, using the same school structure for worship. They decide on a story to reflect the current value, plan the drama and rehearse this in their own time adding their prayers and a song. However, few children could recall worship which has made them think or influence their choices. When children did feel that worship does make a difference to their thoughts, they could only give tentative examples. Christian festivals are celebrated throughout the year. Children have a good knowledge of these and explain their significance for Christians. They make a range of contributions to these, exhibiting their own work and taking a role in them. Children see prayer as a natural activity when they share time and thoughts with God. Prayers are used at different times of the day with the school prayer and the Lord’s Prayer part of the worship. Younger children are confident to write thank you prayers, whilst older children prepare prayers for worship and festivals. Only a few examples were seen and these did not reflect a deeper level of thought or maturity although some children feel prayer could be helpful to them in their daily lives. Reflection spaces are created in each class although it is not clear how well they are used or what impact they have for children as an evaluation of these has not been undertaken. Children have a growing knowledge of Jesus. They talk about His life and make references to His teachings and His central place in Christian worship. They give thoughtful insights into ideas such as Jesus the light of the world and what this might mean for them. Three Trinitarian candles are lit at the start of worship associated to a Trinitarian prayer which helps children to have some understanding of this. Planning for worship has improved with guidance for clergy and the ‘Open the Book’ team to link with the current value. Governors monitor worship but this is at an informal level and has not led to ongoing improvements. The head has introduced changes, such as using the ‘Roots and Fruits’ resource, ensuring children are more engaged.

### **The effectiveness of the religious education is satisfactory**

The quality and impact of teaching and learning in RE is variable across the school. There are good examples where work is well matched to children's needs and abilities, which interests and engages them and develops their thinking. However, the quality of questioning fluctuates which means children are not given consistently challenging opportunities to use higher order thinking skills and make expected progress. There have been some recent developments where children are beginning to record their ideas in different ways using art and other mediums rather than just writing, although drama is often used. Children are responding to this thoughtfully. Marking does not always indicate what progress children have made or what they have done well. Some comments challenge their ideas, but children do not reflect upon these and respond to enhance their understanding. The school is unable to provide data relating to standards achieved at the end of Key Stages 1 and 2 from previous years, so it is not possible to securely determine progress or attainment achieved over time. The most recent results are generally good with progress in line with national expectations. Progress made by disadvantaged children is generally good and compares favourably with their peers. Children have a good understanding of Christianity, supported by weekly 'Open the Book' presentation regarded as an additional RE session. Children enjoy these dramas which they say brings the stories to life and from which they feel they learn. The newly appointed co-ordinator has brought fresh drive to the subject. She has made significant changes, including leading the implementation of the Discovery RE programme of study. This enquiry based approach is beginning to be used for children to consider questions to explore and draw upon their ideas and beliefs to answer some of the big issues of life. There is some evidence of children changing their opinions in the light of new ideas and justifying their conclusions. She effectively supports colleagues, extending her role through book scrutiny and further professional training. Better use of professional development opportunities is being made, examples of which are linked to spirituality, exploring 'Understanding Christianity' project and support for subject co-ordinators. One of the targets from the previous inspection was to develop the use of assessment in RE to track progress and inform planning. This has only recently been acted upon under the direction of the headteacher and is at an early stage of development. The grade in this area is not higher as the impact of these targets has not been fully realised nor yet had time to become embedded and reach their potential to support teaching and learning.

### **The effectiveness of the leadership and management of the school as a church school is satisfactory.**

The vision for the life and work as a church school is summarised as, "Strive to improve heart and mind." This is prominently displayed although children found it challenging to share what it means to them. Values underpin this work and approach to behaviour and relationships although these are implicit rather than being explicitly Christian. Christian distinctiveness is evident in the caring community which is warm and inclusive and where each feels valued and important. A focus upon teaching and learning has steadily seen standards rise. Reading is a particular strength although writing is an aspect which is being developed. A range of interventions meet academic needs in addition to care provided for children with special educational needs as well as those with emotional and social needs. The headteacher has brought stability and direction to the school after a time of challenge and uncertainty. Her dedication has taken the school forward in a short time, re-establishing its reputation. Governors play a significant part in the life of the school, often going beyond their governing duties to ensure its smooth operation. Monitoring and evaluation of pupil progress and initiatives in teaching and learning is regularly undertaken. However, another target from the previous inspection, which required that procedures be put in place to monitor the impact of the school's Christian ethos, has not been fully completed. Limited progress has been made towards this with some governors talking to children about their understanding of values, although this is not carried out regularly and lacks depth. Some plans are in place to develop aspects of Christian distinctiveness but these are not informed by accurate analysis of effective monitoring and this is limiting the potential for progress as a church school. For example, the impact of spirituality for children is not clear. The school draws upon diocesan expertise for professional development training and using adviser support to shape its RE planning. Links with church have grown steadily, with festivals celebrated and two 'Open the Book' teams in operation, messy church and a number of church governors are involved in the life of the school. Church makes a good contribution to life at the school with mutual benefits, with the pet service and education Sunday being significant occasions. Some parents responded to the school's request for information about the impact the Christian ethos but a fuller survey has yet to be completed. These conclude that children talk about what they learn at home and show respect and care for others. Responses were celebratory of the school's work in the local community. Village members enjoy coming to school for celebration lunches where children play a leading role. The school meets the statutory requirements for RE and collective worship.