

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

### Ropley Church of England Primary School

<b>Address</b>	Church Street, Ropley, New Alresford, Hampshire, SO24 0DS		
<b>Date of inspection</b>	5 June 2019	<b>Status of school</b>	VC Primary
<b>Diocese / Methodist District</b>	Winchester	<b>URN</b>	116312

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

#### School context

Ropley is a primary school with 159 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 there has been a change of headteacher and the vicar is new to the parish.

#### The school's Christian vision

Our mission is to be a safe, caring, inclusive community where our core Christian values of Appreciation, Belonging and Compassion are recognised and developed.  
At our school everyone should feel valued and cared for. We encourage each other to have the faith to believe in our hopes and dreams so that we can become the best we can be.

#### Key findings

- The passion and forward thinking of the headteacher, knowing what she wants and needs to achieve, ensure that pupils and adults continue to flourish within the school.
- Pupils and adults are able to speak with confidence and enthusiasm about the school's Christian values. They understand how these help to support learning, behaviour and relationships.
- The introduction of consistent elements, from the code of conduct to improved reflection spaces, is developing a more unified approach within the school. This is enabling pupils to receive the same messages and entitlement, whilst aiding their progress.
- The relationship between the school and the church is developing into a strong, mutually beneficial and important partnership.
- Collective worship allows pupils to grow in appreciation and understanding of the Christian faith. There are clear links between collective worship and the school's Christian vision and values.

#### Areas for development

- Improve the leadership of RE by ensuring there is a system for assessment, the RE plan is implemented using the new resource and teachers are supported and enthused about the subject. This will enable pupils to learn well and make progress.
- Enhance the provision for pupils' engagement with spirituality and prayer.
- Increase pupils' awareness of the lives of children nationally and globally, to raise their understanding of injustice and inequality.

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 new headteacher has a clear understanding of what she wants to establish within the school. This will enable pupils and adults to continue to flourish in a Christian environment. The school's values are well embedded, with the whole school community able to explain the impact they have on their lives. The school's Christian vision has been updated so that it is relevant to all pupils and adults. It highlights the importance of each person being valued for who they are, an aspect which can clearly be seen within the school, alongside the positive relationships. Governors have reason to be proud of the school and what they achieve. Together with the headteacher, they are aware of the future direction of the school, using the vision to shape development plans. They are able to explain how the school is improving as a Church school. Governors have ensured that the recommendations from the previous inspection have been addressed. Through a range of activities and monitoring, they support the leadership, staff and pupils, as well as gaining an understanding of the effectiveness of the school as a Church school. There is an awareness of the school's place within the local community and the relationship with the local church is developing into a strong partnership. All members of staff and governors have opportunities to take part in relevant training for Church schools. This is sometimes through diocesan events or disseminated through in-house activities.

The school's leadership team are preparing to refresh the curriculum, to ensure it is even more creative and engaging. Leaders are confident that the Christian vision and values of the school support pupils in reaching levels that are above national averages. The new systems for progress meetings and the support given to vulnerable groups and individuals are enabling pupils to make expected progress. Adults across the school have received training on spirituality and are developing a shared understanding. Some opportunities arise across lessons to develop pupils' spiritual journey. There is awareness that this needs to be further developed. In many classes pupils can be observed to be engaging with their learning with enthusiasm and developing skills in questioning and actively listening to others.

The ethos within school encourages pupils and adults to be the best they can be and supports each person to develop. A focus within the school of finding hope, and messages of support and comfort, from the Bible and the teachings of Jesus, further embeds that ethos. Pupils speak with passion about the school's values underpinning the way they behave and learn in school. They speak enthusiastically about the meaning of the school's badge and are immensely proud of their school. Pupils are developing an understanding of some of the issues affecting the natural world. They are keen to support various charities as well as to engage with local projects and the local community. A particularly successful recent event was 'Share the Miracle'. Sixty older residents from the local community were invited into the school for lunch and were served and entertained by pupils. This sense of sharing and giving to others can also be seen in the school's support for the local food bank. The school has a link with a school in Ghana and money has been raised to support the pupils and the building. Although pupils show a compassion for others and actively engage in supporting fundraising, school leaders are aware that pupils have less understanding of injustice and inequality.

A new, consistent, code of conduct is ensuring that pupils' behaviour is good. The revised behaviour policy is rooted in the school's Christian vision. Pupils clearly understand the expectations of behaviour, behaving well in classrooms and whilst walking around the school. They speak of feeling safe in school and confident that teachers will listen to any concerns. There are systems in place to support all members of the school community should it be needed. Parents and staff speak of the approachability of the headteacher and other adults.

It is evident that the school's Christian ethos denotes that each pupil and adult is respected for who they are and is treated with dignity and respect. Pupils, whatever their physical, emotional or academic needs, say they are welcomed by everyone and that they feel safe to express their views. The curriculum enables pupils to learn about different cultures and to challenge stereotypes.

Pupils enter the hall for collective worship with an air of expectancy and respect, listening quietly to the music. All classroom staff attend worship. This has had a significant impact on the implementation of the school's Christian vision and values, as the messages from worship are heard and lived out by all. Liturgical colours are adhered to on the central table, this is also true of the prayer spaces within classrooms. Pupils are able to bring prayer pebbles from their classroom to offer as prayers during worship. Worship is interactive with pupils offering suggestions or answering questions. When listening to a well told story, from the Bible or a story to

illustrate a concept, pupils are engaged and interested. The importance of God and Jesus in the lives of the school community is evident. Pupils from across the school are able to give an age appropriate explanation of the Trinitarian nature of God. Pupils speak of the opportunities open to them for prayer within school. The prayer stations organised by the vicar, with help from her congregation and the local community, made a lasting, positive impact on many pupils and adults. This is a joint activity which they hope to repeat regularly. Parents value the opportunity to attend class worships, as well as other worship throughout the year. Whole school collective worship is currently led by senior leaders or members of the church and some visitors. There are plans to increase the range of people leading worship throughout the week.

Currently RE is not always taught by the class teacher. This will change in the new academic year, which will require all teachers receiving training on the newly revised long term plan. Where RE is taught well, pupils are engaged and able to discuss their ideas, displaying a curiosity for learning. They are developing age appropriate skills and can speak about Christianity and a range of religions. As yet systems for assessing RE are not embedded. Pupils have an understanding of a range of Bible stories and have learnt about significant figures from the Old and New Testaments. The school staff have embraced the 'Big Frieze' from the Understanding Christianity resource and pupils can enthusiastically explain elements from this.

Headteacher	Sarah Vittle
Inspector's name and number	Sally Jenkins 913