

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Albury Church of England Voluntary Aided Primary School			
Address	Church End Albury Hertfordshire SG11 2JQ		
Date of inspection	8 October 2019	Status of school	Voluntary Aided Primary School
Diocese	St Albans	URN	117419

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 Judgements		
The impact of collective worship	Grade	Good
The effectiveness of religious education (RE)	Grade	Good

School context

Albury is a small rural primary school with 42 pupils on roll. The majority of the pupils are of White British heritage. 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 above national average. The school is part of a collaboration with another local church school and they share the same headteacher.

The school's Christian vision

Guided by God, aiming for excellence and learning for life.

'Show me Your ways, O Lord: Teach me Your paths, Lead me in Your truth and teach me. For You are the God of my salvation; On You I wait all the day' Psalm 25; 4-5

Key findings

- School leaders have a clear vision which guides their mission for excellence across the school. Biblical links to this vision are strengthening and some governor monitoring is in place.
- Behaviour is very good and pupil leadership is well established in the school. Pupils are proud of their school.
- The school is extremely inclusive and all families feel welcome. There is a respect for difference and a culture of care.
- Assessment in religious education is used effectively to inform future planning. As a result, this previous inspection issue has been addressed. In house training exists for staff but no external training has been accessed recently.
- Collective worship is planned carefully and a valued part of everyday life in school. The school's values are reflected and pupils engage well.
- Pupils have a sense of spirituality and their global awareness is developing.

Areas for development

- Ensure that all members of the community are able to make direct links between the school's vision and its biblical root
- Establish an evaluation programme for governors so they are able to measure the impact of the school's works as a Church school
- To develop training and teaching resources in RE so that staff have access to recent materials
- To develop pupils' global awareness so that they are more aware of different societies and their different needs

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 Christian vision for the school is directly linked to God's guidance and the school's Christian values. The biblical root, Psalm 25, is becoming known through the community. This vision is for all pupils, and adults, to aspire to be the best they can be and to follow God's path in their actions. In order to do this all pupils are known well and feel valued for who they are. Careful planning and tracking for all pupils results in good outcomes across the school. Over time attainment is at least meeting the national average and all pupils make at least expected progress. This includes pupils with significant additional needs. For example, a pupil transferring to Albury and making strides due to the tailor made programme of learning provided. Over time attendance is above the national figure and pupils enjoy coming to school. All pupils are valued as God's children and expectations are high for all. As a result success runs across the school and across the curriculum. For example, the boys' football team play successfully against teams from larger schools. School leaders and governors have worked together to revise the curriculum. This enables all pupil access to a broad range of subjects with the chance to excel in line with the school's vision. Adults feel valued and appreciate the supportive working relationships which exist throughout the school. The school's values are shared throughout the community. They have a positive impact and are reinforced in class and during worship. However, not all these values are recognised as having a biblical basis. Parents remark how the pupils are 'loving and caring towards each other' and how the school runs as 'a big, happy family'. Christian values are shared daily in worship and these are modelled clearly by the head and deputy headteacher. The collaboration with another small church school results in mutually beneficial staff sharing. Governors know the school well through their monitoring visits and governing body meetings but there is no formal system of church school evaluation. As a result tracking progress of initiatives is less clear. Governors keep the school's vision of following God's path key to their work. One remarked, 'God is the centre of all we do'. They are aware of the school's Christian values and how they shape the organisation of the school.

Pupils and adults live out the school's vision of following God's path as seen in the school's tradition of charity work. Their giving supports a local food bank three times a year, and the school collects for national charities. No overseas charity link exists at present but pupils' global awareness is developing. Pupils have a sense of justice and social responsibility as seen in the whole school presentation on endangered animals and their focus on plastic pollution. Behaviour around the school is very good and exclusions extremely rare. Pupils say there is no bullying. The recently revised behaviour policy, along with linked staff training, reinforces positive behaviour and the school's values. Strong relationships exist across the school and these reflect the school's Christian vision of following God's path. The school's Christian vision enables pupils to be the best version of themselves as unique individuals. They have an awareness of others and a supportive community exists due to the very good range of responsibilities given to pupils. This contributes to both pupil and staff wellbeing. A pupil explained they wanted to help in school, 'to share the teachers' load'. Pupil leadership is a strength of the school. The school's Christian vision of following God's path is manifest in the way all groups are warmly included as part of the school community. For example, families moving from very different backgrounds or geographies feel very welcome.

Collective worship is invitational and a central and valued part of each day. Arrangements are inclusive as all pupils feel welcome and no families elect not to take part. The school's Christian values are shared clearly in worship and pupils are aware of how these apply to their lives. In the daily pupil evaluation of each act of worship one pupil recorded 'I would like to be generous too'. The teachings of Jesus are explored and pupils are able to see their relevance today. Prayer is a key part of worship and within the way of the school. Pupils are aware it is possible to pray anywhere including the memorial garden for a recent pupil. They write their own prayers for use in school and church which are appreciated by pupils, parents and staff. Pupil involvement in worship is developing through fortnightly school council led services and daily worship monitors who see to all practical arrangements competently. All pupils may contribute for example, through reading aloud or lighting candles. Pupils say they value worship because of the quiet and how it inspires them to become reflective as they report 'It gives us time to think'. The local vicar plays a valued part in worship through his popular fortnightly whole school worship in church. Additionally all major church festivals are celebrated in church. Parents attend these services in good number and enjoy them. Parents attend school based worship once a week. Statutory obligations are met.

Religious education (RE) is planned effectively and pupils are able to give age appropriate accounts about

Christianity. Pupils have an understanding of religions as well as Christianity and are beginning to see how these relate to society and modern Britain. For example, they are able to see parallels between the Ten Commandments and the Five Pillars of Islam and to know to respect difference. One pupil explained that learning about world religions helped them understand how people think and that it was important 'not to judge other people because they were different'. Pupils feel able to discuss their views and are willing to listen to each other respectfully. They show age appropriate skills of enquiry and their theological and spiritual thinking skills are developing in RE. Teachers are given in-house training in RE but no external training has been accessed recently.

Close links exist with the local church due to the proximity of the building and the strong relationship with the incumbent. The school looks to the diocese for advice and support. This has enriched provision for example, the sensitive support given to pupils and staff after a bereavement in school.



The effectiveness of RE is Good

Current school tracking indicates that pupils are achieving standards expected for their age. Assessment of RE helps gauge pupils' progress and informs teacher planning. Teaching and learning in RE is seen to be good through the accurate monitoring of standards by the headteacher. Statutory obligations are met and RE is largely in line with the *Church of England Statement of Entitlement*.

Headteacher	James Howard
Inspector's name and number	Mary Westley 927