

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Studham C of E Village School | | | |
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| Address | Church Road, Studham, Dunstable LU6 2QD | | |
| Date of inspection | 4 th February 2020 | Status of school | Voluntary Controlled Lower |
| Diocese | St Albans | URN | 109607 |

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

School context

Studham is a lower school with 91 pupils on roll. This includes an onsite pre-school and nursery run by the school. 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 education needs and/or disabilities is below national averages. The school is seeking to join the diocesan Multi Academy Trust in September 2020.

The school's Christian vision All flourishing as children of God

We are a Church of England school and proud of our strong links with the Church. Our commitment is rooted in the idea that we are made in God's loving image (Genesis 1:27) and shaped by the teachings of Jesus. The school has a clear identity as a Christian school which comes through in the care of each other and shapes our expectations for relationships and behaviour.

Key findings

- The school's vision has developed through much thought and consultation. Biblical links are clear as are the links to the school's core values. Staff and governors can articulate these.
- This vision is lived out by adults and children across the school. Children flourish academically and as good citizens. Adults feel appreciated and supported.
- Collective worship has a positive impact on the life of the school. It is welcoming and inclusive. The school's values are clearly reflected but there are limited opportunities for pupils' evaluation and planning.
- Governors are highly committed to the school and know the school well. Previous inspection issues have largely been addressed. The establishment of an ethos committee was a direct response to monitoring church school effectiveness.
- Pupils enjoy religious education and the curriculum is broad and balanced. Trips and visitors are used effectively to enhance learning. The new subject leader is developing her monitoring role.

Areas for development

- Ensure all members of the school community are aware of the school's vision, and its biblical roots, in order that impact is deepened.
- Create a comprehensive monitoring and evaluation programme, for the next stage of the school's development, so that the school's Christian character continues to strengthen.
- Provide opportunities for all stakeholders to evaluate collective worship to widen involvement in this key part of the school day.

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

Staff and governors worked together closely to agree the school's vision of 'all flourishing as children of God'. Rooted in Genesis 1: 27, this vision celebrates all being cherished by God, having been made in His image. Links have been established between this vision and the school's core Christian values through the work of the ethos committee. Impact of this vision is seen across the school. For example, pupils far exceed national expectation at the end of the Early Years Foundation Stage and in Key Stage 1. Progress is evident in pupils' self-confidence as they move through the school. A good example being all pupils, regardless of backgrounds, are able to present in leavers' assembly. Pupils grow as good citizens and rapidly become aware of the needs of others. They know how to take turns and understand how everyone is unique and valued for who they are.

All pupils are known extremely well and they know which adults to turn to if needed. They feel safe and cared for in school. The highly valued work of the rector as school chaplain is a strength of the school and shows the school's vision in action. She describes her chaplaincy as 'being able to hold staff and children when needed'. As a result adults and children flourish and feel valued. Staff feel supported in their work. For example, further professional development is encouraged and enabled by sympathetic timetabling. The vision is beginning to permeate policies positively. A good example is the compassion shown in the implementation of the attendance policy. Compassion runs through the school and the headteacher models Christian values daily. Staff and governors articulate the vision, and it can be seen in action, but children and parents are less confident in doing so.

Relationships throughout the school are strong at all levels. Pupils' behaviour is very good. They say bullying is extremely rare and it would be dealt with very quickly if it happened. There is a strong tradition of charity work in the school including whole school events such as 'Bike and Hike' between local churches each September. Another is 'Forty Good Deeds in Lent' where pupils are encouraged to do as many as they can. Pupils are beginning to take a lead on wider issues such as 'anti-plastics'. Pupil leaders are proud of their school and help organise community events such as the summer fair and thank you tributes to staff. Parents are aware of the school's values and appreciate the development of 'the whole child'. Parents report that their children's well-being and spirituality are given importance.

Collective worship is a key part of the everyday life of the school. It is welcoming and no families elect not to take part. This includes worship in school, the local church and Whipsnade tree cathedral. Parents are welcomed and attend fortnightly family worship in good number. A range of staff lead worship in school alongside the rector each fortnight. Speakers from local places of worship, such as the Salvation Army and local Methodist church, also lead worship in school. As a result pupils experience diverse styles of worship and prayer. Pupils enjoy worship which is carefully planned by senior staff with some input from pupils. Pupils help prepare the room for worship and enjoy participating with drama and storytelling. The school's values are woven into worship and pupils see how they apply to their lives. There is a system of evaluation but this does not involve pupils and all stakeholders. Pupils have greater involvement in worship since the last inspection and their spirituality has developed age appropriately. For example, a Year 3 pupil when asked 'What is in the future?' answered, 'The future is ours to make'. Pupils are able to think about the world around them. Year 3 and 4 marvel in how old fossils are and how beautifully they are made. Open ended questions are used effectively to help pupils think more widely. There is a culture of all opinions being encouraged and valued. Since the last inspection prayer tables have been created in each classroom and a shared prayer tree established in the hall. Pupils are able to write their own prayers and know where they might reflect quietly. As a result this previous inspection recommendation is met.

Religious education (RE) is given importance across the school through well planned curriculum time. Pupils' books and records show a variety of tasks and age-related standards. Since the last inspection pupils have more planned opportunities to learn about diversity within the Christian faith and more about different religions. This includes regular trips to places of worship as well as visitors from different religions. As a result, pupils are aware of differences and similarities between world religions. For example they are able to explain where and how Jewish and Muslim families worship. This has helped their understanding of others and built awareness of different cultures. Pupils' knowledge of Christianity builds over time and they are able to talk about several of

the parables of Jesus. The newly appointed subject leader for RE is well qualified and is beginning to develop her monitoring role. A partnership with a local school with a wider cultural mix has also helped in this respect. Consequently, this previous inspection issue has been met.

Governors know the school very well and are clear about the school's vision and values. One governor explained their work reflects how 'Christian institutions should enable all to feel fulfilled in the confidence they are loved by God'. They encourage the vision and values to be translated to action. For example, governors award an annual prize for caring and they are committed to high standards of achievement across the school. Regular governor monitoring visits take place formally and informally. Findings are fed back to governor committees as part of monitoring church school effectiveness. As a result this previous inspection issue has largely been met although no formal arrangements are in place for evaluation of worship and RE at present. This has slowed progress in the school's evaluation as a church school. The school has had close links with the diocese over time. They are active members of a local partnership of four schools where good practice is shared. Another active partnership exists with a local school to provide competitive sporting activities for pupils. The school has an academy order issued so that they are able to join the diocesan Multi Academy Trust (MAT) in September 2020. Governors and leaders see this as a chance to deepen the impact of the school's vision through widening opportunities for staff and pupils, so they may flourish further.

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| Headteacher | Dr Paul Burrett |
| Inspector's name and number | Mary Westley 927 |