

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Abbas and Templecombe Church of England Primary School

Address	School Lane, Templecombe, Somerset, BA8 0HP		
Date of inspection	07 November 2019	Status of school	Voluntary controlled
Diocese	Bath and Wells	URN	123775

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

Abbas and Templecombe is a primary school with 116 pupils on roll. The majority of pupils are of White British heritage. Very few speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs is above national averages. A recent Ofsted inspection judged the school to be good.

The school's Christian vision

A place of safety where everyone is known and loved for who they are. A place where teaching and learning challenges us to be the best we can be. A place actively following and living out the teachings of Jesus.

Key findings

- Strong Christian leadership from the headteacher has created a Christian learning community in which every member flourishes. Dedicated staff and governors share the Christian vision and values. This is starting to direct all aspects of school improvement. The biblical underpinning for the vision is less well known.
- Collective worship is enriched by the developing partnership between school and church. There are some opportunities for pupil involvement in worship, but they would like there to be more of these.
- There is a strong focus on mental health and well-being that encompasses pupils, staff and parents.
- Mutually beneficial links with the church contribute to the school's distinctive Christian character. This partnership working is at an early stage of development.

Areas for development

- Ensure the biblical basis for the school's vision and values are clearly understood by the school community and that the documentation is explicit, so that they drive forward the further development of the school as a church school.
- Create more opportunities for pupils to plan and lead collective worship so that they have ownership of worship.
- Strengthen the use of Anglican practice in worship so that pupils develop a greater understanding of its distinctive features.

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 a vision based on four core values; love, inspire, perseverance and respect. Everyone is committed to the vision and values, they are intertwined in the school's behaviour policy and pupils apply them to their daily lives. However, the biblical basis for the vision is not yet fully embedded. The school is at an early stage in working its vision through its policies and practices, although many aspects of existing practice already align with it. There are very positive relationships between pupils and adults as well as a developing partnership with the parish church. A growing number of staff and parents engage in church events and services. The school is well led by the headteacher and the vision is pivotal in developing the school community so that all flourish. Since his appointment the headteacher has successfully raised the Christian profile of the school. Relationships are good and parents have shared their views showing engagement and great appreciation of the school. Governors monitor the school's effectiveness through a programme of visits. They know the school well, contributing effectively to plans for school improvement. The school has robust self-evaluation and good development plans in place to secure better outcomes for pupils. Therefore, attainment and progress are good for all pupils. Governor strategic planning is focused on implementing the vision and their monitoring includes analysis of how effectively the vision is being lived out. Following the arrival of a new vicar, school and church have worked closely together to help pupils understand the relevance of faith in today's world. Teachers are supported in their understanding of working in a church school, through staff development days, support for religious education (RE) and leading collective worship. The school has made good use of its partnership with the Diocese of Bath and Wells, attending relevant training, in order to establish good practice in church school education. The previous inspection recommendation has been met through the development of an outdoor reflective garden giving a quiet, sensory, reflective space.

The school has invested heavily in high quality staff, so benefitting pupils' attainment and progress. Staff uphold the vision by valuing every child and supporting them and their families. Teachers know their pupils well and quickly identify any concerns with targeted support put in place. Consequently, the needs of disadvantaged pupils are well met. They sometimes make better progress than their peers. The curriculum has been developed to be engaging, broad and exciting, with an extensive range of extra-curricular activities including a 'forest school' on site. These are tailored to the needs and interests of pupils so that, in line with the school vision, they develop their individual gifts and skills and pupils flourish. Pupils are encouraged to listen to others, to reflect on their learning, and apply this to their lives. As a result pupils are highly respectful towards those with differing views.

The vision challenges pupils 'to be the best we can be' and pupils aspire to be engineers, doctors, singers and dancers. Some pupils want to be teachers because they draw inspiration from their own teachers. The eco-council has a strong agenda about becoming good stewards of God's creation. A recent Harvest service highlighted this and was followed up by workshops, class activities and an eco-council summit. This has helped to broaden pupils understanding of the global impact of human behaviour on the natural world. The school council drives social action and fund raising by selecting charities, advertising and organising events and so broadens all pupils understanding of injustice. They meet with the headteacher to discuss initiatives that complement the school's vision and values.

Behaviour in school is good and pupils talk confidently about forgiveness and offering a fresh start. There is a whole school approach to mental well-being ensuring that pupils and staff can access appropriate support when needed. Pupils and staff focus on growth mind-set daily, helping to prepare pupils for the learning ahead and nurturing and enabling all pupils and staff to flourish. A child who is wheel-chair bound attends forest school raising pupils awareness of difference, pupils are very caring towards her. Learning is enriched practically through residential trips and school outing. Times of reflection are built into these events, helping pupils' developing spiritual awareness. Year 6 pupils visit the Purbeck Hills and reflect on the past and look to the future. As a rural school with minimal diversity, opportunities are given for pupils to gain a greater understanding. This is achieved through trips to urban areas such as Bristol and London and opportunities across the curriculum (not just RE) to gain a greater understanding of different communities.

Inspired by the school vision, collective worship and RE offers space for reflection by asking and seeking to

answer the big questions in life and to develop their own views. Pupils feel safe to express opinions, knowing that these will be respected. Collective worship takes place at the start of the day in order to pray for God's blessing on the day ahead. It is inclusive and invitational and as a result pupils are respectful. Whilst worship is varied in its daily approach, it has a strong focus on biblical teaching. It is well planned, offering a wide range of engaging experiences to support spiritual development. Pupils participate with enthusiasm and encounter stories and passages from the Bible. Reflective opportunities in worship help pupils to think about how to apply learning from worship, making it relevant to their everyday lives. Major Christian festivals are celebrated in church and many parents attend these. However, pupils have limited opportunities to plan and lead worship themselves so that they feel more involved in this. Greater use of Anglican practice is needed so that pupils understand that God can be approached in a variety of ways. An organisation called Open Air Campaigners and the United Reformed Church occasionally lead worship, so pupils are used to other styles of worship. Worship is monitored by staff and governors and this effectively informs future planning. Prayer is used daily as part of worship including set prayers such as the Lord's Prayer, however opportunities for pupils to lead prayers are limited.

RE is taught discretely as a block of learning, so teachers are able to build on knowledge from one day to the next and to embed concepts. Each class builds a portfolio of their work. RE is often linked to other curriculum subjects such as art, history and drama. Pupils enjoy learning about other faiths and have visited the synagogue and mosque in Bristol as part of the school's vision to extend learning beyond the local community. Assessment in RE is ongoing for each unit of work and it is given the same consideration and status as other core subjects. Statutory obligations are met and reflect the Church of England statement of Entitlement.

Headteacher	James Webb
Inspector's name and number	Jane Garrett 618