

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

All Cannings Church of England Voluntary Controlled Primary School

Current SIAMS inspection grade	Good
Diocese	Salisbury
Previous SIAS inspection grade	Good
Local authority	Wiltshire
Name of federation	All Cannings and Chirton Primary Schools.
Date of inspection	15 December 2017
Date of last inspection	13 November 2012
Type of school and unique reference number	Primary 126296
Headteacher	Richard Borman
Inspector's name and number	Marcia Headon 761

School context

All Cannings Church of England Voluntary Controlled School is a smaller than average primary school. There are 144 pupils on roll aged 4-11. It serves a rural catchment area in the Pewsey Vale. The vast majority of pupils are of White British heritage and all speak English fluently. The proportion which is disadvantaged is below the national average but the percentage which has special educational needs/disabilities is broadly average. The coordinator for religious education has taken on the role since the previous inspection. All Cannings formed a soft federation with Chirton Church of England School in September 2013.

The distinctiveness and effectiveness of All Cannings as a Church of England school are good

- Relationships within the school are highly positive and caring and ensure the needs of pupils are met well.
- The commitment of leaders and managers to working in partnership with its federated school, its local community and the churches ensures it meets the personal and spiritual development of pupils very effectively.
- The pupils' ability to consider and ask challenging questions is helping to deepen their spiritual understanding.

Areas to improve

- Develop the pupils' understanding of the Christian values of the school in order to make the connection between the values and biblical teaching more readily apparent.
- Involve pupils more in the planning and leading of collective worship in order to develop their understanding of the purpose of worship.
- Ensure that the governing body continue its work in sharing its vision and ethos statement more widely so as to develop the Christian distinctiveness of the school.

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

The '6Rs' of respect, responsibility resourcefulness, resilience, relationships and reflectiveness clearly influence the pupils. They show respect to one another and to adults. They willingly take on responsibilities acting as such as school councillors or 'worry busters'. They help each other in the wider community. This is evident through their eco-schools and forest schools work and their charity work, which they instigate themselves. Even younger pupils explain that it is vital to have resilience to succeed in their lessons. They show this by trying, even when the learning is challenging. The school has mapped Christian values against the 6Rs. However, many pupils are not aware of the connection nor are they aware of the links between the Christian values and biblical teaching. Younger pupils show a better understanding of this than older pupils. For example, they know that courage and resilience go together. This is because they have been encouraged to place 'a heart in a bucket' when they see another pupil fulfilling one of the Christian values. Strong relationships have a significant impact on the work of the school. Parents identify the care which is given to their children as one of its most important features. They feel confident that their children are given the help they need. They mention particularly the way the school tries new approaches such as the introduction of school dog 'Kizzy' who provides extra comfort to those pupils who need emotional support. As a result of the inclusive care shown, pupils have good attitudes to learning. This helps them to achieve success. Their behaviour is good. Attainment at key stage 2 is above national average at expected levels and in greater depth for all subjects. Middle ability pupils do particularly well. Progress at key stage 2 is above expectations in reading, writing and maths. At key stage 1 the proportion of pupils who attained the expected level in reading, writing and mathematics was above national. Pupils enjoy school and each child is treated as an equal. Non-attendance is taken seriously, and rapid support is given when issues arise which prevent children attending school. Pupils spiritual development is a high priority for all staff. Pupils are encouraged to ask questions of meaning and throughout the curriculum there are opportunities for them to reflect. For example, in Year 5 pupils were reflecting on the experiences of leaving one's family and homeland and Year 3 in religious education (RE) pupils had been debating whether robots could love God. Pupils are developing the confidence to express their opinions on matters of faith and meaning. Religious education makes a good contribution to pupils' moral and social development with opportunities to collaborate and discuss issues. This was evident when discussing the story of Rama and Sita where pupils explained this was a case of good versus evil. Pupils express tolerance and show empathy towards people of other faiths and none. This has been developed by the regular visits to a school in London and France, which has helped their cultural understanding.

The impact of collective worship on the school community is good

Pupils appreciate collective worship as a time when they can be still, reflect and talk to God. It has an impact upon them as they can recall messages and explain how they are relevant to their lives. As one said, 'we care deeply about our worship time and learn many things'. The importance of worship to the school can be seen by the careful preparation made as pupil 'spiritual leaders'. They set out the hall with an altar as a focal point and light candles when the worship begins. The use of music helps to create a quiet atmosphere. Pupils respond well and particularly enjoy 'Open the Book' sessions led by members of the local church. This shows the strong links which exist with the community. Pupils join in singing with enthusiasm and enjoy listening to the school choir. The local vicar leads collective worship weekly. He places an emphasis upon bible teaching, events in the church calendar and the life of Jesus. This, together with work in RE, means pupils show a good knowledge of the teachings of Jesus. Each act of collective worship opens with a Christian greeting and ends with a 'sending out' message which is linked to simple liturgy. At least twice a term services are held in the local church and these are well attended by parents. They describe them as special moments. However, currently, pupils experience a limited range of different Christian traditions. The coordinator organises worship. From the next term this will be in conjunction with the vicar to aid coherence. The school has adopted a new scheme for worship which is more directly linked to the Christian values. This is in direct response to a request from the pupils for a wider variety of themes. Pupils are not yet involved enough with planning and leading collective worship. There are some opportunities for them to do so but this is not regular and the older pupils are eager to take on this role. Pupils appreciate the importance of prayer and there are opportunities around the school for them to pray. They use their spiritual garden well for this purpose and know that prayers serve a variety of purpose. The importance of prayer in collective worship is emphasised by the pupils choosing the themes for the prayers when the vicar leads worship. Older pupils understand that prayers will not always be answered. In their words 'God knows what is best for us and we sometimes ask for things which are not suitable'. Older pupils are beginning to develop some understanding of the nature of the Trinity as this has specifically been taught in RE. Younger pupils have no knowledge of this. Evaluation of collective worship is carefully organised and involves pupils, staff and governors. As a result, improvements have been made such as a change in the timing of the day of collective worship.

The effectiveness of the leadership and management of the school as a church school is good

The headteacher and the governing body have a clear vision for the school. This is rooted in helping the community and living out the Christian faith. The support given by the headteacher to nearby Chirton school when it was in danger of closing shows the commitment of the school to living out its vision. The governors are highly supportive of the federation with this nearby church school. They see strength in the headteacher working across both church schools. The school's ethos statement clearly explains its vision. Parents, although fully supportive of the vision, are less clear on the Christian foundations of the ethos statement. Leaders and managers are very aware of the performance of the school and hold it to account well. The governing body, through their reviews have a good awareness that the school needs to make its Christian ethos more evident. They are committed and active and are keen to ensure that the Christian distinctiveness is having an impact on all areas of school life. The foundation governor meetings on this are now becoming more systematic and formalised. The foundation governors have recently established an action plan which is now being incorporated into the school development plan. They are frequent visitors to the school and the governor with responsibility for RE and collective worship has attended lessons and collective worship. The links with the local church have been strengthened and re-invigorated with the arrival of the new vicar. Pupils from the school were involved in his interview prior to his appointment. He is a very regular visitor to the school and is providing valuable support. Lay pastoral assistants from the church have also provided help with the teaching of Christmas. Pupils pay visits to the church as part of the curriculum and see it as a living part of their community. The school provides regular reports to the parochial church council and both school and church pray for each other. Links with the local community are also very strong. This is demonstrated when the community brought lunches to the school for the pupils when the food vans were prevented from arriving because of snow. Links with the Diocese are good and governors and staff make use of the training provided. Parents are fully supportive of the school. They consider it gives their children a strong sense of moral purpose and responsibility. They particularly value the family feel and that the school is at the heart of its community. The school meets the statutory requirements for RE and collective worship.

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