

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Preston Candover Church of England Primary School

Preston Candover, Basingstoke, Hampshire RG25 2EE	
Current SIAMS inspection grade	Outstanding
Diocese	Winchester
Previous SIAMS inspection grade	Good
Local authority	Hampshire
Date of inspection	9 July 2018
Date of last inspection	2 July 2013
Type of school and unique reference number	116308
Headteacher	Simrit Otway
Inspector's name and number	Sally Jenkins 913

School context

Preston Candover Church of England Primary School is a small rural school with 145 pupils on roll. The majority of pupils are of White British heritage and come from a wide range of socio-economic backgrounds, with half of the pupils coming from outside the catchment area. Pupils' attendance is above the national average. Progress is above average and those eligible for Pupil Premium funding achieve well. The proportion of pupils with learning needs and/or disabilities is below the national average. Since the last inspection a new headteacher has been appointed along with a new inclusion manager, who is a senior leader within the school. The chair of governors is also new to her role.

The distinctiveness and effectiveness of Preston Candover Church of England Primary School as a Church of England school are outstanding

- As a result of the dedication of the headteacher, staff and governors in promoting a community with a Christian foundation, the pupils have a secure understanding of the school's Christian values and how these can influence their lives.
- The quality of the relationships between members of the school's community supports pupils in becoming independent, confident learners, who make good academic progress.
- The pupils, and adults, within the school community are encouraged and supported to help them to become the best they can be in all areas of their lives.

Areas to improve

- Monitor the progression of spirituality in order to evaluate the impact on pupils' continuing spiritual development.
- Develop the reflection areas in central places inside the school and in the school grounds, in order to increase reflection opportunities for pupils.
- Enhance the role of pupils in planning, leading and evaluating collective worship so that they have a greater sense of ownership of this important part of the school day.

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

Preston Candover Church of England Primary School has established a set of Christian values that are deeply embedded and woven into everything that happens in school. Pupils are able to discuss the meaning of the values of love, hope and justice, how they are used to guide their behaviour and learning and how they are rooted in Christian teaching. The headteacher has established a system of 'value' books, both fiction and non-fiction, being available in the school library that link to the school's Christian values, which are readily available for pupils to borrow. Adults comment on the school's caring and supportive ethos and visitors to the school also highlight the support and care given to individual pupils. The Christian character of the school contributes very effectively to pupils' achievements and progress and to their wellbeing and personal development, particularly those who are most vulnerable. The school's approach to pupil attendance is clearly moulded by the school's values and character, with attendance of all pupils being regularly monitored and supported. This has resulted in attendance at school for some pupils increasing by a considerable percentage. Pupils are appreciative of the school and what the staff want to achieve for them, with a Year 2 pupil describing the school as "A calm school, a good education, caring teachers and fun things." A Year 6 pupil, in describing how they are helped to feel confident to express their ideas and are taught to respect the thoughts and beliefs of others, commented that pupils are "Free to be who you want to be but you are part of the collective." Feeling part of the school and included is a comment frequently expressed by pupils, staff, parents and governors. The behaviour of pupils both in lessons and around the school is of the highest standard and staff are friendly and welcoming toward everyone both within the school community and to visitors. Spiritual, moral, social and cultural development is woven into Religious Education and collective worship, through the school's Christian values, but is also incorporated into all aspects of the curriculum. The headteacher takes responsibility for leading SMSC throughout the school, with a calendar of events each year, giving pupils a breadth of experiences. The school are keen to support a variety of charities throughout the year and pupils often find ways to raise money outside of school, displaying a strong sense of compassion and social justice. There is a developed definition of spirituality which is shared by the adults in school. Pupils can speak of experiences which they regard as spiritual and older pupils can discuss how this has developed during their years at the school. The leadership team are aware that they need to consider ways in which to monitor the progression of each pupil's personal spiritual journey. Pupils speak with enthusiasm about RE lessons where they feel able to express their own views and listen to the contribution of others. They enjoy the opportunities to visit various places of worship, feeling this contributes to their understanding of, and respect for, diverse faiths. Across the school, pupils display an age appropriate understanding of Christianity as a multi-cultural world faith. They are delighted that they raise money for an orphanage in Mozambique and that they were able to provide a trampoline for these children this year. Each year the school holds a Global Awareness fortnight which enables pupils to consider aspects of the world and to explore different cultures.

The impact of collective worship on the school community is outstanding

Pupils and adults speak positively about the impact that collective worship has on them. They speak of having time to sit calmly, listening to the messages from the worship and the Bible stories and reflecting on how these can help in their own lives. Parents comment on aspects of worship being discussed at home with pupils using the Christian values and moral messages to aid them in their lives. Inspired by collective worship, some pupils have found ways to make a difference both in school, in changing attitudes and showing kindness, and to the wider community through organising fundraising activities. There are clear routines within whole school worship which are embedded and in which everyone is able to engage. Pupils gather respectfully and the illuminated cross at the front of the hall, as well as the message or image displayed on the screen, give focal points for everyone to consider whilst peacefully waiting for each class to arrive. The welcome and response from pupils, alongside the lighting of the Trinity candles and the class lanterns presented from each class, signals the beginning and unity of worship. Pupils are confident to contribute during worship through discussion and answering questions as well as saying prayers or reading. For example, Year 6 pupils spoke with great clarity and poise about people who had made a difference to the lives of others. Collective worship helps pupils to develop a clear understanding of the person of Jesus and of God as Father, Son and Holy Spirit. Pupils have an impressive knowledge of a range of Bible stories. Worship is well planned with clear themes linked closely to Christian values and the Church year and contributes to the spiritual, moral, social and cultural development of all pupils. The headteacher, other members of the teaching staff and the local vicar currently lead worship within school, although they are keen to involve representatives from different Christian traditions. There are some opportunities for pupils to lead, and participate in leading, aspects of worship, although the school would like to increase this by involving more pupils. They also hope to increase their use of a variety of settings for acts of worship. Feedback from collective worship is gathered via a range of stakeholders and this has already led to improvements. Prayer is regarded as an important aspect of the school with pupils speaking passionately about the reflection areas within the classrooms and the use made of the school's prayer tree. Within

whole school worship, prayers are read confidently by older pupils and each class's worship leaders read prayers in class worship. The reflection areas in classrooms display items that are important to or chosen by pupils. A Year 6 pupil spoke of the use they had made of writing their worry in a sand tray and then shaking it away to create "a chance for a new beginning." Leaders are continually looking for ways to improve opportunities for pupils, as well as improving the school environment, and are considering ways to increase and improve reflection and prayer occasions throughout the school day. Pupils understand the value and purpose of prayer and enjoy participating in open prayer in the classroom.

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

The school is extremely well led by a headteacher who is focused and organised. Staff and parents comment on her being the driving force behind the school's Christian ethos and of her encouragement, for every pupil and adult, to be the best they can be. The governors, who are equally well led, are enthusiastic, hardworking and supportive yet with the right degree of challenge, to move the school forward, so that the Christian characteristics and values of the school have a significant impact on the daily lives of all pupils. Through their programme of monitoring and their regular visits to school the governors are able to hold the senior leadership team to account for the school's effectiveness as a church school. The views of parents and pupils are sought through surveys and results of these are used to implement any necessary change within the school. The headteacher, supported by governors and senior staff, continually strives to improve all aspects of the school, which includes its strong Christian character and distinctiveness. Parents, the local church and the wider community contribute fully to school life. There is an active parent-teacher association who, alongside the local community, have raised considerable amounts to support the school in providing resources and buildings to enhance the education of pupils. Parents are welcomed into school and regularly help with activities. There are strong, mutually beneficial links with other local church schools and links with the local church are strengthened through a member of staff being a church warden. Pupils speak with excitement about the letters that are exchanged with the orphanage in Mozambique and the money they have raised each year to provide the children with a special meal or gift. The development of staff and governors is a priority for the school with training being provided to assist everyone in their roles. Some teachers are undertaking external training for leadership roles and support is given within school for training in particular subjects including teaching RE. The development of RE has a high priority. The established RE leader attends training and disseminates the information through staff twilight sessions. Teachers have been approached to become county moderators for English, thus showing the level of expertise being established. The headteacher and governors are ensuring the development of a rich purposeful curriculum, informed by a Christian vision, which engages pupils and develops their SMSC education and understanding. Artwork throughout the school is stunning and pupils speak with pride of their achievements in this area and across the curriculum. The issues from the last SIAMS inspection have been fully met, resulting in three clearly articulated Christian values which are fully embedded as well as improvements to the depth of understanding of these values through collective worship and to the school's Christian ethos. The school meets the statutory requirements for RE and collective worship.

SIAMS report July 2018 Preston Candover Church of England Primary School, Basingstoke RG25 2EE