

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Dundry Church of England Primary School			
Address	110 Dundry Lane, Dundry, Bristol, BS41 8JE		
Date of inspection	25 February 2020	Status of school	Voluntary controlled primary academy Midsomer Norton Schools Partnership
Diocese	Bath and Wells	URN	145021

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

Dundry is a primary school with 80 pupils on roll. 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 in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. Dundry is linked to Trinity Church School under an executive headteacher and both schools joined the Midsomer Norton Schools Partnership multi Academy Trust (MAT) in 2016. The head of school was appointed in September 2019.

The school's Christian vision

A beacon of hope on a hill; a small school making a big difference
The vision is underpinned by Matthew 5:14

'You are the light of the world. A city that is set on a hill cannot be hidden.'

All are inspired to fulfil their aspirations through the associated values of trust, friendship, hope, community, creativity and compassion.

Key findings

- The vision promotes a cohesive and supportive culture which lives out its values of friendship and community enabling all to flourish.
- Collective worship has a significant role in the life of the school creating a strong community living out its vision to be a light on the hill.
- Although pupils are developing a good understanding of the aspirational vision they do not always apply values such as perseverance to their learning.
- Instability of staff and leadership has hindered the implementation of consistent quality teaching in religious education (RE). As a result, current staff have lacked training in the new syllabus.
- There are examples of good practice which develops spiritual awareness across the curriculum but the approach is not consistent.

Areas for development

- Ensure that the Head of school and governors continue to strengthen systems for monitoring the strategic direction of the school in order to maintain and widen the impact of the vision.
- Develop a shared understanding of spiritual development so that there is a consistent approach to the way that it is promoted.
- Provide training for staff on teaching the new religious education syllabus in order to raise the quality

of teaching.

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

Dundry has a strong Christian vision which is firmly rooted in biblical teaching. It reflects the school's inspirational location on the landmark hill overlooking the city of Bristol and the Severn estuary. The vision is clearly understood and creates a powerful sense of belonging to the church school community. The governing body has ensured that they are fully aware of current thinking in church school education. They ensure that the vision shapes school improvement plans and relevant policies. They have addressed issues for development from the previous inspection which has enabled the school to make progress. Their self-evaluation and areas for development are accurate. The multi academy trust (MAT) is keeping the areas for review under close scrutiny and is taking appropriate action to address any weakness in line with the academy's vision. Support from the MAT and diocese have ensured priority is given to collective worship and RE. However, although professional development has been provided in RE for staff benefits have been limited. This is due to continuous difficulties since the last inspection with instability of leadership and staff. Nevertheless the constant support of the diocese has provided effective direction for the school's distinctive Christian character. The new head of school has made a good start in strengthening systems for monitoring the school's performance as a church school including RE. She is working very effectively with the school's chaplain and MAT RE leader.

The school's creative curriculum is very effective in reflecting its Christian vision. Enrichment activities provided across the curriculum, include events organised by the MAT as well as a range of visits and visitors. Changes are made to the curriculum to meet the needs of every pupil which enables them to flourish. Visits such as from the local fire service connected to the theme of the Great Fire of London enthuse pupils. Themes such as the loss of habitats and the deforestation of rainforests have inspired pupils. They motivated them to explore issues of injustice and inequality. Exciting projects undertaken at home demonstrate the school strong partnership with parents. Older pupils have acted as courageous advocates writing to companies urging them to reduce their use of palm oil. They have participated in an event organised by the MAT expressing their views in a highly articulate manner. Progress in the core subjects over recent years has been variable which has resulted in a requiring improvement judgement over a year ago. Nevertheless, improvements have been made and a concerted approach by all staff has raised achievement enabling pupils including the disadvantaged to flourish.

Staff have a shared understanding of spiritual development. However, there is not a structured plan in place to develop spiritual and ethical awareness progressively across the whole curriculum. A philosophical, questioning approach which promotes spiritual development has been developed with Key Stage 2 children. This enables pupils to explore and respond to global and ethical issues, including through the use of big questions, in a secure setting. As a result, pupils are able to develop and justify their viewpoints and disagree politely. However this practice is not embedded across the whole school. Pupils take action in support of the local food bank and other charities, often national and global. They say they want to bring hope and make a difference to the lives of other people. In this way, they are demonstrating the explicit links they make between their actions and the school's vision. However, pupils do not explicitly link values such as perseverance with their learning strategies.

The school's vision and values create a harmonious culture where the value of community is a strong feature. The inclusion of children marching alongside British Legion members on Remembrance Day had a powerful impact. Older children volunteer to spend their lunchtimes reading with younger ones in the calm reflective setting of the Book Nook. The core values, including forgiveness, and trust are lived out in daily life. As a result, bullying behaviour is rare and relationships between pupils and at all levels are good. Pupils and staff feel valued because their well-being matters to school leaders. Pupils show a good level of respect for their peers. Activities to promote diversity and difference across the curriculum and beyond are effective in developing pupils' open, accepting attitudes.

Collective worship is central to daily life. It reflects the vision by creating a community which sees itself as a shining beacon on the hill. This is symbolised by songs and prayers developed around their vision and values. Christian teaching, often from Bible stories reflect the school's vision and values. Pupils understand that their value of friendship is underpinned by the story of Jesus and the friends of the paralysed man. Anglican tradition is well understood by the lighting of the Trinity candles and the marking of events in the church year such as Shrove Tuesday. However, an understanding of the central role of Communion in Christian worship has not introduced. The schools' chaplain leads worship each week which contributes significantly to its impact. Pupils recognise that worship provides important messages about their behaviour and attitudes. Moments of reflection and prayer are part of daily life in class as well as in worship. As a result, spiritual development is developed very well by worship. Pupils contribute effectively to worship in a variety of way. Although they have some experience of planning and leading worship opportunities are limited.

Religious education is effective in reflecting the school's vision enabling pupils to shine and flourish. The new curriculum plan follows the Locally Agreed Syllabus. It is well balanced in line with the Church of England Statement of Entitlement. However the use of enquiry skills and philosophical discussions is not embedded. Teaching is engaging and effective. It provides activities which promote a curiosity and appreciation for the beliefs of religious communities. Pupils enjoy learning about the Jewish new year festival due to the enjoyable interactive methods used. Religious education creates opportunities for pupils to discuss and develop their views with confidence. There have been changes in the leadership of RE as well as the curriculum since the last inspection. The leader is being very effectively supported by the MAT. Together they have accurately identified the school's needs such as the lack of recent whole staff training and areas for development. New assessment systems have been implemented which identify pupils' progress and inform planning effectively. Leaders' monitoring and evaluation of RE is good. The school meets the statutory requirements for RE and collective worship.

Executive Headteacher /Head of school	Michelle Parsons/Anne-Marie Maggs
Inspector's name and number	Daphne Spitzer No 37