

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Amport Church of England Primary School

Address	The Green, Amport, Andover, Hampshire, SP11 8BA		
Date of inspection	22 May 2019	Status of school	VA Primary
Diocese / Methodist District	Winchester	URN	116348

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

School context

Amport is a primary school with 102 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 below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. There has been minimal staff turnover since the last inspection. The school has undergone some internal refurbishment to improve the learning environment for pupils.

The school's Christian vision

Through our core Christian values of Truth, Trust, Forgiveness and Love, we aim to build a happy community in which:

- Pupils flourish through inspirational and aspirational learning experiences, whatever their starting point
- Everyone is valued for who they are and is able to make a new start each day
- We make a difference to the lives of each other, knowing we are loved by God

Key findings

- The school's Christian vision and values permeate throughout the school and all that is undertaken. They are clearly rooted in biblical teaching and understood and articulated by everyone.
- The headteacher is dedicated to providing a good education for every pupil and is making a considerable difference to pupils and staff, enabling them to flourish.
- Within this school, RE and collective worship are seen as important priorities. Pupils speak of the difference they make to their lives and the opportunities they provide for thought and discussion.
- The behaviour and relationships are particularly strong, providing a secure foundation for all that happens within school and for the lives of those associated with it.

Areas for development

- Develop mutually beneficial links with global communities.
- Ensure all members of the school community have a clear understanding of how to support each other in their spiritual development, enabling all to flourish.
- Increase opportunities for pupils and the wider community to take a lead in collective worship.

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

Amport Church of England Primary School is led by an experienced headteacher who is dedicated to providing a high level of education for each pupil. The school's Christian vision and values are at the centre of all the school does. They are regularly explored so that they stay relevant to the school and its community. They are rooted in biblical teaching, as well as being linked to the lives pupils lead. The school's leaders, including the governors, are adamant that the vision and values should make a difference to each pupil. They ensure that the school's Christian message is at the core of all decisions. It is regarded as important that all staff members and governors have opportunities to develop their understanding of, and to be aware of developments in, Church school education. Governors ensure they regularly evaluate the school as a Church school and undertake monitoring of collective worship and religious education. They have addressed the recommendations from the previous inspection. All of the school's leaders work tirelessly to ensure that all pupils and adults continue to flourish.

The school's Christian vision has a strong impact on the broad and balanced curriculum provided. Each pupil is seen as a unique individual and, as such, a variety of learning strategies are implemented to suit the needs of groups or individuals. Data from across the school is above national averages. Vulnerable pupils make expected or better than expected progress. Pupils are fully engaged in lessons and the quality of teaching across the school is high. Pupils have the freedom to move to quiet spaces around the school if they feel it will aid their learning or may find somewhere to read their work aloud. This approach and trust in each child is something that pupils value and is allowing them to develop and flourish. Teachers are beginning to use opportunities across the curriculum to support pupils on their spiritual journey and to develop their curiosity.

It is evident, when speaking to adults and pupils, the ethos of this school is for everyone to aspire to be the best they can be. All members of the school community understand the vision and values and are able to discuss the impact these have on their lives. The vision states that they are making a difference to the lives of each other. This can be seen within the school and in the support for local charities. The school's leaders are aware that they could do more to increase pupils' awareness of lives globally. Older pupils have some knowledge of the exploitation of the natural world and show some understanding of injustice and inequality. The Head Pupils are currently planning a day when other pupils will learn about the issues surrounding single use plastic. In order to increase pupils' awareness of life beyond the school, one collective worship each week concentrates on aspects of global situations and the work of charities.

The behaviour of pupils is exemplary. Pupils speak of everyone being kind to each other and this certainly is evident. New pupils to the school are helped to settle in and to understand the expectations of behaviour, including the meaning of the school's vision and values. Levels of attendance are very good and adults are quick to support pupils and their families should the need arise. Relationships across the whole school community are good, with pupils noting the importance of forgiveness and reconciliation. The school's vision speaks of making a new start each day and everyone holds this as an important aspect of the school and of working together. The school has two Head Pupils and all Year 6 pupils are House Captains. The Head Pupils gather the views of others from across the school. Pupil voice is clearly important to the school's leadership; throughout the school, changes and initiatives can be seen that have been influenced by pupils. The school's Christian vision has had an impact on the updated curriculum, which now encourages greater respect for difference and diversity.

Collective worship is a central part of the school day. Whole school worship often begins with a child placing an artefact, from their class prayer space, onto a central table. This highlights the coming together of the whole school. Sometimes the prayer boxes are taken and prayers from these are used at the end of worship. Prayer is a natural part of the school's culture with opportunities for prayer, spontaneous and planned, throughout the day. Pupils have clear ideas about the use of prayer and write prayers of thanks, of concern for others, of requests and of love. Collective worship often takes one of the school values or its vision as the central theme. There are a variety of creative elements used to engage pupils, as well as traditional responses. There are examples of pupils being inspired by collective worship to take action for a particular cause. There are opportunities for Year 6 pupils to lead worship. The school would like to increase pupil involvement as well as increasing the involvement of adults from the local community. Pupils display an age appropriate understanding of the Trinity and currently Year 6 have the opportunity to receive communion within the school Eucharist at the end of their

final term. Parents are welcomed to attend worship each half term and this is a particularly popular occasion. They also attend school services in the church. The school has a strong relationship with the vicar. He leads an act of worship each week and supports staff with RE lessons as well as providing pastoral care for the whole school community.

RE is given a high priority within the school, is well resourced and the RE leader has access to high quality training. The subject is led well by an experienced subject leader who skilfully disseminates her training to other teachers. She readily supports staff in their teaching and this, along with the introduction of a new resource and revised planning, has increased teachers confidence in teaching this subject. Pupils have clearly developed age appropriate skills, showing an enjoyment in questioning and listening. As pupils progress through the school they are gaining an informed understanding of a range of religions. Pupils speak of feeling safe to express their views. There is a system in place for assessing RE, which all teachers understand and use.



The effectiveness of RE is Good

The teaching and learning of RE, in each class, is highly effective. Pupils are engaged in their learning and display an enthusiasm and interest in the areas being studied. Teachers are skilled in their questioning and enable pupils to add to, build on to, or challenge the views of others. This allows for in depth discussions which in turn aid pupils in making good progress within lessons and in RE overall. The quality of the work in books is testament to this. Vulnerable pupils are supported well, with expectations for their input and work being suitably high. This enables them to feel safe to engage with the discussion and work, and ensures they are able to flourish.

Headteacher	Bernadette Fleet
Inspector's name and number	Sally Jenkins 913