

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Beechcroft St Paul's Church of England Primary School

Address Corporation Road, Weymouth, Dorset. DT4 0LQ

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish

Overall grade **Good**

The impact of collective worship **Good**

The effectiveness of religious education (RE) **Good**

School's vision

'Soaring with Compassion' is lived out in our thinking, our interactions and the way we work together in offering our community strength, focus and aspiration. We continue to achieve by working together, we build, step by step, on success as we gain ground and soar together.
This vision draws from Philippians 2: 1-4

Key findings

- Strong leadership, at all levels, has used the Christian vision to inform improvements across the school. This has created an inclusive culture where aspirations are rising and all feel part of a caring community.
- The vision champions the understanding that everyone is special to God. As a consequence, vulnerable pupils receive high quality support, enabling them to flourish. This was equally evident in the care the school offered during the pandemic for pupils and families.
- Collective worship has a central role in daily life. It is inclusive, invitational and consistently challenges pupils' thinking and actions. At present pupils do not have the opportunity to plan and lead worship.
- A new exciting 'Soaring Curriculum' engages pupils in learning and enhances their self-belief in what they can achieve. However, whilst the provision for spirituality is increasingly meeting needs, it is not sufficiently developed.
- A skilled and enthusiastic religious education (RE) subject leader is introducing new approaches to learning which pupils enjoy. Assessment systems are not robustly used so pupils' progress is not accurately tracked.

Areas for development

- Ensure that opportunities for high quality spiritual experiences are recorded in planning, to enable pupils to develop a vocabulary and language that they feel confident to use in order to express their thinking.
- Expand assessment strategies in RE enabling pupils' progress to be monitored and subsequently inform planning. In addition, ensure pupils contribute to their own assessment.
- Enable pupils to plan, lead and evaluate collective worship so that they take greater responsibility for ongoing improvements.
- Create partnerships with other communities, either nationally or globally, so that pupils' knowledge of different cultures and disadvantage is extended.

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

Establishing a distinctive, inclusive Christian vision has made a significant impact on the daily life of the school. During a time of instability, it has brought direction to development. Local governors played a fundamental role in maintaining the school's Christian character and shaping the vision. 'Soaring with Compassion' gives aspiration to all pupils and families, steadily raising expectations. The biblical verse resonated with the school community, giving leaders direction to create a caring community. Leaders positively explain the biblical roots of the vision as enabling each to achieve their God given potential and subsequently show compassion to all. Pupils have a growing appreciation of the vision and the difference that it makes to them. They talk about soaring when they use any of the three core Christian values. Pupils enthusiastically describe examples of where they use the Christian vision of 'soaring' in everyday situations. Frequent responses are, 'not giving up when we are stuck' or, 'we support each other'. Leaders work tirelessly, ensuring the vision is central to shaping future improvements. They create new leaders who enrich provision. A coherent staff team live out the vision in daily interactions, forming enriching relationships. Staff at all levels indicate how they are valued and enabled to flourish. Local governors play an influential role in supporting monitoring through a detailed and systematic plan which consistently leads to improvements.

An understanding that everyone is special to God is championed by the Christian vision. This is emphatically demonstrated in the high-quality provision offered to vulnerable pupils. The special educational needs and disability (SEND) leader is passionate in ensuring pupils can access learning. She has built a skilled team of learning assistants (LAs) and impressive facilities, such as the sensory room. Pupils flourish, gaining confidence in what they can achieve. The quality of support is recognised by the local authority, where the school's support is impressive. Pupils' behaviour is generally good, they talk about having compassion for one another. They refer to the Christian value of wisdom which helps them to make good choices. Increasingly, they use an approach that helps them resolve issues by listening more intently to each other. Leaders give new opportunities for pupils who have been excluded from other settings, so they feel valued. The school's inclusive nurture for refugee families is another example of the vision in action.

The Christian vision was tangibly evident in the care for pupils and families during the pandemic. Online lessons enabled learning to continue, with individual responses addressed. The vicar similarly led and shared collective worship from the church. Staff worked with families, removing barriers to communication, ensuring weekly contact. Leaders delivered free school meals parcels which made families feel a valuable part of the school community. The headteacher, as a mental health first aider, introduced new initiatives, targeting different aspects of mental health. These continue to be a priority, with trained LAs delivering focused support, helping pupils to smoothly return to class situations.

Rich partnerships have accelerated the school's development. Skilled trust advisers have strengthened monitoring. New staff from other trust schools have brought particular expertise and excellent practice is shared with other schools. The diocese, through visits, provide training on identified needs. The dedication of clergy has been invaluable throughout, such as liaison over worship. Pupils are increasingly active, as a result of the vision, in raising the profile and importance of local charities which support others in their community. However, the pupils' knowledge of different cultures and disadvantage is not well developed. There are no partnerships with communities either nationally or globally.

Leaders have made bold decisions in creating an exciting and 'soaring curriculum'. This ensures all pupils progressively develop their understanding and progress through well sequenced curriculum experiences. Pupils are engaged in learning and developing a resilience to overcome barriers. The curriculum enriches pupils' moral and character development. This is evident in them reading texts which are carefully identified exploring equality, stereotypes, dignity and respect, shaping pupils' thinking. Staff have agreed an understanding of spirituality and pupils value times to reflect. The school's provision for spirituality is increasingly meeting the needs of pupils and staff. However, opportunities for spiritual reflection are not identified in planning nor are high quality experiences offered.

Collective worship plays a central role in the daily life of the school. The vision shapes worship, so that it challenges and deepens pupils' and staff thinking, influencing their actions. Worship is invitational and inclusive, enriching pupils' understanding that everyone, regardless of any perceived differences, is special to God. Each week one of the core values is explored. A weekly collective worship, led by the Touchline team, deepens pupils' understanding of the Christian value in practical situations, frequently through sport. Detailed planning for worship reflects identified current

issues, ensuring its relevance. A new pupils' worship crew have been formed, but as yet they have not had the opportunity to plan, lead or evaluate worship. Pupils generally have an age-appropriate understanding of seasons in the church's year and the Christian concept of the Trinity. Some pupils find prayer and reflection helps them to be calm and thoughtful, contributing towards their spirituality. Local governors and the subject leader's diligent evaluations lead to changes, such as how to gather for worship and more age-specific celebrations.

The introduction of big questions of meaning and purpose in RE enables pupils to critically analyse their own and others' ideas. Pupils contribute enthusiastically to discussions, refining their thinking. They increasingly talk of enjoying RE and appreciate its relevance. An appropriate level of understanding of some Christian concepts, such as forgiveness was shown. The subject leader is dedicated and knowledgeable, effectively sharing new ideas and good practice. The introduction of floor books allows pupils to express and record their ideas in various ways. She has created a progression grid that enables pupils' progress to be tracked. Currently, this is being shared as an example of high-quality practice across the trust. However, this is not used robustly in school, so assessments have not consistently informed planning. Currently, pupils are not aware of the progress they are making. Pupils show an age-related understanding of Christianity and other world faiths.



The effectiveness of RE is Good

Vulnerable pupils are effectively supported by exploring subject specific vocabulary, so they access learning readily. Pupil progress is generally good overall. New approaches to teaching and dedicated subject leader support is ensuring that the quality of teaching is rising. It is generally good with examples of better practice.

Contextual information about the school

Date of inspection	18 October 2021	URN	144298
Date of previous inspection	10 December 2014		
School status	Academy inspected as voluntary aided primary	NOR	202
Name of MAT/Federation	Diocese of Salisbury Academy Trust (DSAT)		
Diocese	Salisbury		
Headteacher	Cath Crossley		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above the national average.		
	The proportion of pupils who have special educational needs and/or disabilities (SEND) is above the national average.		
Additional significant information			
Inspector's name	Revd David Hatrey	No.	844