



# Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

## Shepton Beauchamp Church School

Address Shepton Beauchamp, Ilminster, Somerset, United Kingdom, TA19 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**

### School’s vision

‘Together we flourish’ underpinned by John 10:10 Our children are happy, enthusiastic and curious every second of every day and excellence is the norm; every new school day inspires our children to be the best they can be.

### Key findings

- The aspirational Christian vision and ethos underpin all leadership decisions and actions.
- Inspirational leadership is driving accelerated and positive progress across the school.
- Children identified as vulnerable are well supported to flourish through personalised provision.
- The school's commitment to partnership working is key to implementing the vision.
- Religious Education (RE) is a main contributor in the success of this school as a church school.

### Areas for development

- Embed the range of new strategies in order to ensure all children and adults flourish.
- Enhance formal systems so that all leaders are able to support continued school improvement as a church school.
- Increase the contribution of pupil voice in all areas of school life in order to encourage children's character development.

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

A shared and aspirational Christian vision and associated values, drive daily life in this school and pupils are at the heart of all that it does. There is a strong sense of community and despite the headteacher having only been at the school for six months, he has set a clear vision for the school's forward journey. Staff are keen to follow his inspirational lead, and everyone speaks with commitment to the new approach. Following their vision, leaders make courageous decisions in such areas as staffing and finances to drive school progress forward. As a result, learning gaps, exacerbated by the recent COVID pandemic, are closing. Leaders know their school well and monitor all strategies, though their formal systems are not sufficiently robust to support rapid school improvement.

A particular strength of the school is its commitment to partnership working with its local church and community, the Bath and Wells Multi Academy Trust (BWMAT) and with the Diocese. These collaborations support pupils to progress in their learning. Relationships are strong across the school community, including those with the federated school, St Mary and St Peter's. Shared staff, joint planning, and combined events enrich both schools' learning offer. The regular presence of the rector in school and his contribution to its Christian life, provides pastoral care for pupils, their families and staff. To encourage pupils to flourish, church and school work closely together. The school and parish community join together for worship in church and for local events such as an Eco Festival and switching on Ilminster Christmas lights. The BWMAT and Diocese provide effective support and training.

Pupils increasingly make progress because the Christian vision supports their learning. They are happy and value learning, so attendance has risen to above the county average. The safe learning environment supports pupils to challenge themselves and take risks in their learning. Pupils feel empowered to ask questions of staff and each other and tell me that they know that 'we are surrounded by people who want to help us.' Pupils flourish because staff are committed to ensuring the best learning opportunities for their pupils. During the national lockdowns, they went the extra mile with doorstep calls and walking libraries. Character development is an important part of learning at this school. Pupils are encouraged to endeavour and persevere through the school's 'Secrets of Success' initiative. Pupil confidence is growing, and they enjoy success in many alternative ways such as participating in outdoor activities on a class residential or speaking in front of an audience. Success is celebrated and special awards are given in line with the school's Christian values. Consequently, pupils say they are proud of their school. They enjoy belonging to the school council and taking other posts of responsibility but are ready and able to contribute more.

This is a highly inclusive school welcoming all pupils and offering 'second chances' and 'fresh starts.' Parents acknowledge the difference this makes to their children, bringing reluctant school attenders back into school. Pupils respect each other's differences and new pupils are readily welcomed by their peers and supported to flourish. All pupil needs are supported by the school. Identified vulnerable pupils receive personalised programmes to support their learning needs, whether academic, social or emotional. A range of support including targeted booster groups, sessions with animals and Emotional Literacy Support assistant (ELSA) time, are in place to support learning for many. Also, a new curriculum and phonics-based early reading programme have been adopted to ensure that all pupils have improved access to learning.

Daily collective worship is important to the school reinforcing the school's Christian vision and values. During the pandemic it continued both in person and remotely. Planning is based on the church's year incorporating the school vision and values. It is regularly led by staff and the rector. Collective worship is inclusive of all pupils. They enjoy worship and are keen to be more involved in planning, evaluating and leading it for the whole school. Pupils are inspired by the teachings of Jesus and are encouraged to reflect on what the parables, and stories of Jesus, teach them. Pupils said that the parable of the Good Samaritan encourages them to look after each other in the playground. Collective worship encourages pupils' awareness of their place in the world, and in line with the school's vision, results in their readiness to instigate social action. Events in Ukraine inspired pupils to hold a mufti day to raise money to support refugee children and to support the village collection of clothes to send to Poland. The school has named its three school teams after inspiring international activists, David, Malala and Marcus and pupils feel motivated by their example. Prayer and reflection are central to school life, for example, through the much-loved prayer pebbles which allow pupils to pray out loud or in silence during collective worship. Reflection areas are well-used and range from a bench in the corridor where pupils sit and talk to Lambert (a woolly toy sheep who 'always listens') to areas where a Bible, candles and formal

prayers are set out. The beautiful school garden and its reflection 'bus stop' are used by pupils to consider the wonders of God's creation and reflect on this. Learning and meeting in the outdoor classroom enhances this natural reflection area. Pupils say that the garden is a great thinking place. Staff and pupil wellbeing is high on the governors' and headteacher's agenda and through close working and good communications, the school family is supported and flourishing.

RE is a strength of the school and contributes to the spiritual, moral, social and cultural development of pupils. They enjoy the variety and delivery of the subject, including puppet shows and Godly play, and the deeper thinking that comes from these lessons and collective worship. For example, pupils' thoughts on the Resurrection included, 'Easter is crazy, happy and amazing without doubt.' RE supports the development of pupils' understanding of Christianity as a multi-cultural world faith through a well-planned scheme of work. Parents say that their children talk about what they have learned in RE and collective worship at home, sparking discussion about such things as the story of Jesus feeding the five thousand. 'How did he do it? It was a miracle!' At home, some children are saying grace before meals as they do at school and tell parents about the importance of life, encouraging them not to kill spiders. Families feel included in school life, well-informed through newsletters and Facebook page, and enjoy being part of school family.

### Contextual information about the school

Date of inspection	08/03/2022	URN	147523
Date of previous inspection	09/10/2014		
School status	Voluntary Controlled	NOR	35
Name of MAT/Federation	BWMAT (South Somerset Hub) fed		
Diocese / Methodist District	Bath & Wells		
Headteacher	Connel Boyle		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is above national averages.		
Additional significant information (if needed)	<p>Since receiving an inadequate judgement from Ofsted, staff mobility has been high and pupil numbers have fallen. There is both a new headteacher and chair of governors in post.</p> <p>The school is a new member of the Bath and Wells Multi Academy Trust (Sept 2021). It is also Federated with St Mary and St Peter's Primary School.</p>		
Inspector's name	Alison Appleyard	No.	877