

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Sambourne Church of England VC Primary School	
Address	Sambourne Road, Warminster, BA12 8LF
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
<p>Sambourne Primary School, a Christian community embracing diversity, encouraging creativity, striving for a world class education so everyone achieves their full potential.</p> <p>We promote Christian values and attitudes to gain knowledge and understanding of the world and the confidence to play our part in society. A happy school, where children are safe and everyone opens the door excited by the day ahead. Learn to love and love to learn.</p> <p>'That your love may abound more and more in knowledge and understanding.' Philippians 1:9</p>
Key findings
<ul style="list-style-type: none"> • The implementation of the Christian vision of the school meets its needs very effectively. Because of the vision, pupils and adults are well cared for and flourish. • Friendly relationships exist within the school. Pupils behave very well and treat all with dignity, respect, and tolerance. They show care although they have a limited understanding of standing up for justice for others. • Very strong links exist with the local church. It is highly supportive, running after school clubs delivering worship and providing pastoral care. Pupils describe the 'very warm relations' which exist with the local clergy. • Collective worship is well planned. It has a significant impact upon the actions of pupils. However, although spirituality is fostered through worship, it is less strongly developed in the school curriculum and there is no whole school agreed definition. • Religious education (RE) is developing. The revised curriculum is appropriate and covers faiths other than Christianity, and world views. Opportunities to make comparisons across religions are more limited.
Areas for development
<ul style="list-style-type: none"> • Develop pupils' understanding of the importance of speaking out for justice for individuals and causes across the world. • Ensure an agreed definition of spiritual development which enables all staff to capitalise on opportunities for developing this across the curriculum. • Continue to develop the RE curriculum so that there is a greater understanding of similarities and differences across faiths.

Inspection findings

Sambourne Church of England school has a very clear biblically rooted vision. The current success of the school can be directly attributed to its careful implementation by the headteacher and senior leaders. The vision is entirely appropriate to the school's context. It was introduced following consultation with the school community after a period of significant turbulence. Pupils love coming to school. Parents confirm this and are pleased that the church school status is extremely important in the life of the school. The school maintains very good communication with parents. Governors are highly committed to the school and are frequent visitors. They monitor the impact of the vision carefully during visits to lessons and worship and at every meeting. They make strategic and bold decisions based upon this. For example, although in the school mixed age classes are the norm, they decided to fund the staffing of a separate year group as they considered these pupils to have been more affected by the impact of COVID.

The school has developed very strong partnerships with the local church, local schools and the diocese. The church supports the school in many ways. It runs clubs for vulnerable pupils which are very well attended. These are supported by pupils from a local independent school. The clubs have had a transformational effect on some pupils, encouraging them to gain confidence, learn social skills and to take a greater interest in matters outside of school. Together with the school choir, pupils who attend these clubs have visited a home for those with Alzheimer's and a care home. There, they talked confidently to the residents. The school collaborates well with a local federation of primary, secondary and special schools and is appreciative of the support which it has been given by them.

The school is a welcoming and caring community. A set of strong Christian values underpins the vision. The word 'love' and the importance of it in life is used very frequently by pupils and staff. Staff professional development is encouraged and accessed but never at the expense of their own wellbeing. Good mental health is championed, and the school is evidently a happy place to be. This is a very strong and nurturing community. The staff know the pupils and their families exceptionally well. They provide extra support to any who are vulnerable or have special educational needs or disabilities (SEND) or in difficulty. In line with the vision, to ensure all are given the opportunity to reach their potential the whole curriculum has recently been redesigned. Those children who find access to it more difficult are given special consideration with bespoke support provided. Very good relationships between staff and pupils and pupils themselves characterise this school. Pupils show respect to all. When pupils fall out, they try to resolve their differences through discussion and know the importance of forgiveness. However, they also know that an adult is there for them to talk to. In line with the vision to promote Christian attitudes and values. All staff have 'bubbles' on their doors. A pupil can attach a named peg to indicate they would like to talk to that person. Staff respond quickly and it resolves any worries pupils might have. Pupils are given responsibility as house captains, buddies, or ambassadors. Their views are sought on issues such as renaming the houses to ensure they represent the wider world. The governors hold pupil voice sessions to confirm the vision is impacting positively upon the pupils. These sessions show this to be so.

The school is highly inclusive. Pupils are tolerant of one another's beliefs and express hope in society. Although they raise considerable sums for charity and recognise their responsibility to help others less fortunate, their understanding and sense of speaking up for justice for individuals is not well developed. The school has an emerging link with a school in Tanzania, but this is at an early stage of development.

Pupils recognise collective worship as an important part of the school day and cite instances

where the messages from worship have directed their actions. Worship is carefully planned by the headteacher and the theme for the week is followed through in class worship. Pupils particularly enjoy taking part in their fortnightly visits to the church for worship and in the seasonal celebrations at the church. The clergy are fully involved with leading worship and the school works proactively with the church. Currently, there are discussions about using the church hall for the benefit of the school. Music through singing, prayer and reflection are key moments in collective worship. The lighting of a candle signifies the beginning of worship, and the welcoming sentence is well known by pupils. Worship is centred around Bible stories or stories with a moral message. Pupils also have a deepening understanding of the Christian belief of God as Father, Son and Holy Spirit. However, although collective worship is important in developing pupils' spiritual understanding there is no agreed definition of spirituality in the school and opportunities to foster this within the curriculum and outside are sometimes missed.

The curriculum for RE has recently been redesigned. It meets the requirements of the Statement of Entitlement for RE as set by the Church of England. The curriculum is very creative which adds to pupils' enjoyment and colourful displays of pupils' work line the walls. Teachers make lessons interesting. In an RE lesson on Hinduism, games of snakes and ladders were being used to demonstrate the concept of karma. Pupils spoke of the fun they often had in lessons which helped them to learn more effectively. Pupils thrive because potential barriers to academic and personal flourishing are removed. RE is monitored by the subject leader, who provides good help to other teachers. It is supported by a wide variety of resources including 'Understanding Christianity'. An assessment system has also been developed but this is not yet in use. Pupils enjoy their RE lessons and consider them a safe space in which to ask questions without judgement being made. They are able to ask 'big questions' and older pupils report that they have enjoyed the discussions they have had with the vicar as to the gender and representation of God. Pupils show an understanding of Christianity as a worldwide religion and of world views. At the present time, because of the way the curriculum has been sequenced older pupils' experience of other faiths is too limited. Nor is there sufficient comparison across faiths to establish similarities and differences. Although this will be addressed as the rolling curriculum plans are developed further, currently it does not allow for enough progression in learning.

Information			
School	Sambourne Church of England VC Primary School	Inspection date	4 May 2023
URN	126374	VC/VA/Academy	Voluntary controlled
Diocese/District	Salisbury	Pupils on roll	116
Headteacher	Ian Albrow		
Chair of Governors	Claire Jessup		
Inspector	Marcia Headon	No.	761