

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Durrington Church of England Junior School, Salisbury	
Address	Bulford Road, Durrington, Salisbury, SP4 8DL
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>"Love your neighbour as yourself" is the foundation and rock upon which we have built our ethos, values and work with all children and families because it teaches us respect for ourselves and others. We teach all of our children that through the Christian Values of Truth, Kindness and Respect, we can live out God's greatest commandment and be the best we can possibly be in all aspects of life.</p>
Key findings
<ul style="list-style-type: none"> • Creative approaches in religious education (RE) readily engage pupils, deepening their thinking. Pupils articulate the relevance of their learning to daily life. These approaches shape developments in other subject areas and are shared with local schools. • The vision inspires leaders to provide an impressive range of support to meet the needs of all pupils. The provision for pupils' social and emotional needs is particularly effective. However, there are no strategies to extend the understanding of the significance of working in a Church school for all staff. • Spirituality has a high profile with intentionally planned opportunities across all subjects, enabling pupils to flourish. Pupils express their growing ideas in a variety of creative ways. • Collective worship deepens pupils' understanding of the vision, what this looks like in daily life and how it has a significance in a wide variety of areas. At present, pupils have limited opportunities to plan, lead or evaluate collective worship. • The enthusiasm and dedication of leaders enhances the importance of the vision. However, systems for governors' monitoring and evaluation lack rigour and do not consider all aspects of being a Church school.
Areas for development
<ul style="list-style-type: none"> • Enable pupils to plan, lead and evaluate collective worship so they take greater ownership in this area and contribute to improvements. • Create a systematic approach to support governors' monitoring the impact of the Christian vision on all aspects of being a Church school. This will involve all members of the school family and lead to ongoing foci for improvements. • Ensure there are planned opportunities to deepen the understanding of the significance of working in a Church school for all staff. This will ensure there is a consistent approach when working with pupils and families.

Inspection findings

The vision drives initiatives, raising its importance to this Church school. Leaders renewed the school's Christian vision recognising it had limited impact and was not widely understood. As a result, it enhances pupils' relationships and behaviour. It prioritises the nurture of those with a range of needs and promotes a culture of learning. The vision addresses local needs through creating strong relationships with families, acting as a hub for the community. It raises pupils' aspirations for learning, by extending awareness of the wider world. Leaders have a growing understanding of the biblical principles underpinning the vision. They talk of their responsibility to enable everyone to fulfil their God-given potential. Pointing to Jesus' teaching, they demonstrate how all can live well together. Learners' appreciation of the difference the vision makes in various areas is enhanced by 'Mission Awards'. Pupils nominate peers when they see them living out Christian values. Staff live out the vision. However, some are uncertain about their role in a Church school because there is no strategy to develop this. Monitoring lacks a systematic approach ensuring that all aspects of a Church school are rigorously evaluated. Nor does this consistently lead to ongoing foci for improvement.

The vision of caring for others inspires the school to welcome all, regardless of need. This is evident by the number of pupils who join outside of normal admission times. Effective screening leads to focused individual support. The school has a reputation for its nurture. The provision for emotional well-being is strong, where pupils are supported to recognise their emotions. Individualised strategies enable learners to be calm. This quality of care makes a significant difference for many pupils, changing their attitudes. Strategies for enhancing mental health and wellbeing is shared via social media, which makes a difference for families. Pupils use ideas to support their mental health, which help them to feel calm. Raising pupils' aspirations is an integral part of this. The language of being the best you can be is woven across daily learning. Everyone is encouraged to recognise and celebrate their talents through a range of additional activities. This links to the language of the vision and being the best you can be. For instance, through opportunities offered in music. Learners widen their horizons as to future careers following visits from the local university. There is a culture of tackling challenges, growing pupils' self-belief.

The quality of provision and impact of spirituality is increasing. Intentionally planned opportunities to develop spiritual flourishing are identified across all subjects. Staff confidently draw on spontaneous moments to deepen thinking. Pupils value times to reflect on the wonder and purpose of life, considering its significance. A culture of reflection is growing. Learners express ideas in different ways, notably through 'spirited arts'. Visits extend understanding of the wider world. These include going to the theatre and museums, further stimulating a love of learning. Learners' understanding of difference and diversity is deepened by exploring Black history. They recognise that we are all different. Literature texts explore issues from global communities, extending their knowledge. Fairtrade projects grow their appreciation of diversity. Planned weekly reflections raise their understanding of disadvantage and deprivation. Staff model how each can respond, leading to more pupils becoming independent advocates for change. Examples include a campaign to support Ukrainian refugees, cancer research and the importance of the local food bank.

Caring for others comes from the vision, shaping the school's partnerships. Leaders work well with local schools, drawing on new initiatives and sharing their own good practice. The local authority contributes through evaluating the impact of new ideas and guiding next steps. Focused training from the diocese enhances school improvement. An example is the introduction of 'Understanding Christianity' an RE resource, which enriches pupils'



understanding of Christianity. Church and school have a strong relationship, supporting governance and contributing to weekly collective worship. Governors are enthusiastic and dedicated to their roles. Joint community projects, such as the food bank, make a major difference in the locality. This shows the vision being lived out.

The vision and Christian values give a clear model for how all can live together. As a result, pupils treat one another with respect and dignity. Learners are nurtured to behave well and keep calm, knowing that they feel loved. There is a positive sense of being part of a family. Forgiveness is an essential part of this, enabling learners to move on from mistakes.

RE lessons create a culture and opportunity for everyone to pose questions, deepening their curiosity. It is a strength of the school. Lessons begin with a reflection on a picture or quote which stimulates interest. When answering big questions learners draw effectively on biblical or philosophical ideas and those from human sciences. They have a well-developed knowledge of core religious concepts and a wide understanding of key religious vocabulary. This is balanced by contrasting views of humanism. Rich debates are enhanced, for example, by inviting Christian and non-Christian scientists to discuss creation. These and other high quality approaches shape improvements in other curriculum subjects. Pupils recognise that each person's ideas are important. They learn from others as well as disagreeing well. The school has the 'Widening Interest in Religious Education' award because of the depth of study exploring worldviews. Learners talk about worldviews thoughtfully, recognising how belief shapes actions. An effective system for assessment tracks pupils' progress informing improvements. The RE leader shares these practices as hub manager, working with local schools. They consistently seek new initiatives and evaluates these. Pupils enjoy learning readily, articulating how these ideas have a relevance for their lives.

Collective worship is the focal point for the day. It deepens pupils' understanding of what the vision looks like in daily life and the difference it makes. It is invitational and inclusive. Pupils with a religious faith or none articulate its relevance, how it shares 'guidance for living'. Improvements, such as the introduction of class worship, ensure it challenges pupils' thinking. Class worship allows age appropriate reflections, considering a question or picture, leading to discussions which pupils find valuable. A variety of leaders bring ideas which stimulate thinking, such as humanists and the Salvation Army. Pupils have a good understanding of prayer. The school council designed prayer starters which helps individuals to spontaneously respond in worship. Learners recall themes and Christian values by referring to the 'worship box', which has objects representing previous celebrations. They talk thoughtfully of the Eucharist celebration in school, recognising its significance for Christians. Planning provides a structure covering Christian festivals which are known in detail. Whilst the worship team prepare areas for worship, they do not plan, lead or evaluate worship.



Information			
School	Durrington Church of England Junior School, Salisbury	Inspection date	29 March 2023
URN	126324	VC/VA/Academy	Voluntary controlled
Diocese/District	Salisbury	Pupils on roll	178
Headteacher	Karl Caslin		
Chair of Governors	Mike Hitchen		
Inspector	David Hatrey	No.	844