

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Amesbury Church of England Primary School	
Address	Kitchener Road, Amesbury Salisbury Wilts, SP4 7AX
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	Excellent
The impact of collective worship	Excellent

School's vision
<p>Whatever you do, work at it with all your heart</p> <p>Colossians 3 verse 23</p>
Key findings
<ul style="list-style-type: none"> • The work done this year by the exceptional senior leadership team has been life-changing and transformative. The school's Christian vision has been consistently lived and modelled by a highly-motivated and skilled staff team who are passionate and united in their priorities. Partnership with a dynamic and utterly supportive trust has added a further dimension to the school's vision. • The new school can in no way be compared to its predecessor. A wholehearted living of the Church of England 'vision for education,' has led to remarkable and miraculous change. • Excellent Christian worship is the heartbeat of this vibrant, distinctively Christian community. Young leaders plan and deliver inspiring collective worship which is profound in its simplicity and embraces all. Pupils of all ages and backgrounds are inspired to spontaneously respond with practical expressions of loving service. • Not only has the entire curriculum been re-envisioned in twelve months, but the pastoral programme the school offers is second to none. Adults and pupils alike are thriving in an atmosphere of compassion and purpose. • RE outcomes are exceptionally reflective and pupils of all ages can purposefully explain the difference this learning has made to their spiritual growth. Older pupils can already articulate the meaning and significance of many theological terms.
Areas for development
<ul style="list-style-type: none"> • Build upon the excellent mentoring relationships between older and younger pupils, giving opportunities for an ongoing legacy of continuity in the vital role young leaders play in collective worship. • To further develop relationships between the school and others within the Magna Learning Partnership, and local area, to ensure continuing opportunities for enrichment and collaborative working, sharing best practice.

Inspection findings

The crystal-clear strategic direction of the highly-capable senior leadership team has been the catalyst for remarkable and lasting change to occur within twelve short months. This wise and loving leadership has been the secret to a miraculous transformation. Despite the need to re-envision the entire curriculum, staff are energetic and united in their commitment and passion to see Christian-based flourishing. A pursuit of academic rigour, coupled with an incredibly well-sequenced and wisely-paced rapid improvement plan, has set the course for a continuing upward trajectory. What has been achieved already is nothing short of exceptional.

The school offers much to its constituent families, and this has resulted in a renewed hope and aspiration for the future. This is especially so for the most vulnerable pupils and those with special educational needs (SEND). Pupils with SEND are not only welcomed and included in every opportunity and learning experience, they are also intentionally prioritised. This is an expression of the wholehearted living of the school's vibrant Christian vision and values.

All pupils have access to an exceptional level of therapeutic care. The school has developed a broad and holistic SEND provision, with dedicated facilities for a variety of learning needs. The pastoral manager has built supportive relationships with families which has led to significant changes in personal circumstances. In addition, the school also offers counselling services and a range of family workshops. The SEND coordinator has passionately developed a range of provisions to nurture the self-esteem and wellbeing of all pupils. In addition to planned interventions and support, pupils can access the nurture base during a tricky playtime or when they need help to self-regulate. The atmosphere in the school is calm and the level of love for each individual child is palpable. Every week, all pupils have a session with the resident art teacher in a beautiful on-site studio. Pupils speak proudly of their work and of the way the art lessons give them time to reflect and develop their spiritual understanding of the world. For those pupils who find academic studies challenging, this provides weekly opportunities for their artistic abilities to be celebrated and affirmed. Pupils are articulate and respectful with deeply-rooted aspiration. They demonstrate a mature and loving understanding that all pupils are equally valued but will receive help and support specific to their individual learning needs. Pupils see themselves as part of a caring school family. They readily offer support and understanding to their peers. Young leaders are generous in their time and support of younger pupils and sensitively pass on their considerable skills to others.

Vibrant acts of collective worship, led by the inspirational headteacher, are the beginning of each new day and set out the expectations and focus of the learning. The collective time is the highlight of the day for many pupils. They speak touchingly about how the three school values of ambition, courage, and empathy help them to set their worship in a practical context. Worship is inviting and inspiring and deliberately technology-free. There is an intimacy and reality to the worship experience. Consequently, pupils are moved to want to reach out as agents of change for those in need in their local community, and the wider world. The inspection took place the day after a fire in Amesbury. By the time the fifteen-minute worship had ended, pupils were spontaneously offering gifts and ideas for ways to support those affected. The values at this amazing school are not just words on a letterhead, but a daily lived experience for the pupils. Prayer plays a major place in school daily life and the school has close links with the local parish church where the vicar is a familiar friend in weekly collective worship. Links with the local community are strong, with over five hundred people attending the recent service the school held to celebrate the King's coronation. Pupil

behaviour and engagement in collective worship is outstanding. This respect and discipline are seen across the school day, with pupils supporting and encouraging each other to be the best that they can be.

Pupils understand what it means to speak out about injustice. On a recent visit to the Houses of Parliament, year five pupils challenged their local MP about the cost-of-living crisis and the war in Ukraine. Pupils in this school care passionately about the environment. They also understand Christianity in the context of a wider, global community of faith. They plan to broaden their support of two pupils in Sudan who now need protection due to the civil war. The mini-heroes club provides pastoral support and a listening ear to pupils of all ages.

RE lessons are well-sequenced and planned using an enquiry model. The mature and articulate way that pupils can reflect upon their learning and recognise for themselves ways to live this out, is an indication that their school vision and values are deeply embedded. Pupils can apply the principles taught and develop their thinking about their own beliefs. Reflection journals and discrete books demonstrate a range of world faiths and non-religious views studied. Pupils who follow other faiths are encouraged and supported to share their religious faith and practice. Pupils can make connections between the teaching of the Bible and their own lives. As pupils revisit key principles in the curriculum, they are developing a growing theological literacy. Older pupils in particular, can speak spontaneously about their knowledge and skills in RE and the influence this has upon them personally. There is a demonstrable love and acceptance for all, regardless of background, culture, or ethnicity.

Staff are kind and experienced practitioners who support each other well. Their commitment to the children and their loyalty to the team have resulted in significant change to the school. They are part of a nurturing and vibrant multi-academy trust. This helpful partnership has been a strength to the school. The unwavering support and belief of the chief executive officer and director of education of the trust have been a major encouragement and endorsement. The school has much to offer and to gain from its deepening relationship with the other trust schools.

The school enjoys a close partnership with the schools' improvement advisers at Salisbury Diocesan Board of Education (SDBE). Regular visits and a listening ear, coupled with timely advice and reassurance have proved an additional support.

The work done this year by the exceptional leaders, and the highly dedicated and forward-thinking staff team, has been life-changing and transformative. Attendance figures have doubled, and exclusions are at an all-time low. Loving, restorative conversations and a focus on self-worth has resulted in resilient and determined pupils, who are not afraid to face new challenges with confidence.

The Christian vision chosen and lived out so powerfully by the whole school community could not be more apt for a school that does not accept less than the best for its pupils. Most importantly of all, the loving compassion and practical wisdom embodied daily by leaders at every level, have resulted in an ambitious and aspirational learning environment. Pupils and families know that they are profoundly loved and deeply understood.



Information			
School	Amesbury Church of England Primary School	Inspection date	12 June 2023
URN	131215	VC/VA/Academy	Voluntary controlled
Diocese/District	Salisbury	Pupils on roll	251
Headteacher	Rachael Rogers		
Chair of Governors	Richard Bellerby		
Inspector	Ruth Williams	No.	2215