



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

The Epiphany School	
Address	Shillingstone Drive, Muscliff, Bournemouth, Dorset, BH9 3PE

School vision
At The Epiphany School, we are creating a Christian community where children are able to develop their God-given talents to experience excellence. We strive to ensure that <b>every</b> child leaves our school to take their place in God’s world, able to make a positive difference using the Gospel values of love, courage and respect as their guide. Adults and children alike will flourish in this place.

School strengths
<ul style="list-style-type: none"> <li>• The Christian vision is considered and lived out in everything that the school undertakes. It is strongly underpinned by Christian teachings. Through its values it is well understood by all. The vision allows pupils and adults to flourish.</li> <li>• Relationships within the school are excellent. Because the vision is central, the school recognises and values the unique talents of all. The wellbeing of everyone is a high priority and there is an overwhelming sense of Christian love. Everyone who comes to the school is treated kindly, and no request is seen as too difficult to consider.</li> <li>• The meaningful partnerships that the school has developed help to enhance the vision. They provide many opportunities for pupils. These include activities such as lunchtime clubs, a chaplaincy and out of school events.</li> <li>• Collective worship is at the heart of the school. It has a significant impact upon pupils, developing their spirituality. It gives them a strong moral sense of right and wrong and how they might live their lives.</li> <li>• The vision drives the breadth of the curriculum and how it is tailored to meet the needs of all. Those pupils who need special help are well provided for and, as a result, they succeed.</li> </ul>

Areas for development
<ul style="list-style-type: none"> <li>• Embed the understanding of the refined Christian vision of the school to enable more systematic monitoring by the governors.</li> <li>• Enhance the opportunities for spiritual development so that there are more occasions when pupils may independently build their relationship with God.</li> <li>• Develop pupils’ ability to be more aware of injustice in the world. This is so that they understand that they can make a positive difference by acting as agents of change.</li> </ul>

### Inspection findings

School leaders and governors are passionate about ensuring that the Christian vision of the school allows pupils and adults to experience success. In this they are highly successful. The vision is entirely appropriate to the needs of the pupils. Leaders and governors are easily able to explain how it is underpinned by the teachings of Jesus. They explain that the examples Jesus gave are the bedrock of their vision. It is lived out through three values that are exceptionally well known by everybody. They are used as part of the everyday language of learning. Members of the trust board and governors know the school well and are highly committed to its success. They have recently refined the vision as part of their ongoing monitoring of the school. Their budget spending is well aligned to the vision and to the training of the teaching of religious education (RE). However, the governors' monitoring of the school against the vision and against its VA status is not always sufficiently systematic.

The whole school curriculum was revised last year. This was to ensure that the vision of children being able to experience excellence in all things was realised. The curriculum plans for each subject are closely linked to the vision and values. Extra-curricular activities are used to ensure pupils are given experiences of excellence that widen horizons. These include sports, musical performances, workshops and even a classic car day and loom band challenge. The pupils talk of these with enthusiasm, and it is obvious that staff recognise, value and encourage the uniqueness of each pupil. Those who are vulnerable are supported particularly well. Children who have special educational needs and or disabilities are given effective support. Although oversubscribed the school has given places to those whose need is very great. This is a result of its vision of encouraging every pupil to be able develop their talents.

The pupils see collective worship as a time of 'togetherness' when the school meets to worship, reflect and sing. They value it. After the pandemic pupils kept asking when whole school, as opposed to class worship, was to resume. It plays an important part in developing pupils' spirituality. To support this, each classroom has a reflective table. This contains material that is changed regularly, is entirely appropriate to their age and is used as a focal point for discussion. Older pupils talk confidently of what it means to be able to connect with God. They speak of a developing sense of there being a wider dimension to life. However, spontaneous opportunities within the curriculum for developing spirituality are more limited. Staff feel affirmed by collective worship. Planned by the headteacher and a clergy member of the trust board, Anglican liturgy is used. Pupils participate by writing and leading prayers, reading and helping. It is totally invitational. A range of clergy from different traditions help to develop pupils' spirituality. Services are held in local churches at important festivals. A highlight of last year was a newly introduced Epiphany service.

Relationships within the school are exceptionally strong. Everyone is welcomed. There is an overwhelming sense of being enveloped in Christian love. Attendance is high. At any hint of difficulty, the school is 'on the case'. It provides counselling or opportunities to talk to a local pastor and offers assistance well beyond that which might be expected. Despite having a low proportion of pupils from other faiths or ethnicities, it is highly inclusive. All views are welcomed. Staff wellbeing is of the utmost importance. They value the strong, principled leadership that they are given. They particularly mention the compassionate way in which requests for personal help are treated. Staff development is of the highest priority. Training on the new schemes of work and resources in RE have recently been held by the Diocese. As a result, all staff feel fully supported and turnover is very low indeed.

Partnerships are extremely important to the school. It has strong links with a number of churches who support collective worship, run clubs such as the lunchtime Christian club and provide a valuable chaplaincy service. All of these help the school to live out its vision. Pupils are aware of the needs of others beyond the school. They know they have a responsibility to the outside world and fundraise for a variety of organisations. There is an ongoing partnership with a nearby residential care home. One pupil organised for 422 selection boxes, one per child, to be given to the Hope for Food charity at

Christmas. Pupils are encouraged to take responsibility within school and elections for the team captains emphasise the importance of service to others. Forgiveness and an emphasis on God's ongoing love are central to the behaviour policy. Pupils are not afraid to remind one another of their responsibilities towards the environment. Through the strong moral teaching that is threaded through the curriculum, pupils are aware of the need for greater justice in the world. However, pupils are currently less aware of how they can act independently as courageous advocates and agents of change.

RE is seen as an extremely important subject. To emphasise its importance there is a curriculum leader for RE at both Key Stage 1 and Key Stage 2. They work well together supporting other teachers. Last year, teachers in some year groups piloted a new scheme of work incorporating the Understanding Christianity resource. This was highly successful and has been adopted in all year groups. The new scheme is well sequenced, with revisits to important concepts. It encourages pupils to ask big questions. It covers a range of faiths other than Christianity. It follows the same format in teaching as other subjects. It is monitored by leaders and a link governor for RE.

Teaching and learning in RE is effective. Pupils enjoy RE and look forward to their lessons. Teaching is engaging, with a variety of activities being used to stimulate pupils' thoughts and imagination. Pupils demonstrate good biblical knowledge and are well aware of the impact of Christianity worldwide. They show knowledge about a good range of faiths other than Christianity. They understand the importance of knowing about a variety of faiths in a multicultural world. Pupils make good progress in RE. They move from seeing everything as being related to them in Reception and Year 1, to a much wider understanding by Year 3. By Year 6, pupils are asking deep questions. Assessment is well planned and very thorough. It is targeted on ensuring that all pupils understand what is being taught. It also reinforces learning for those pupils who have not fully comprehended.

The inspection findings indicate that The Epiphany School is living up to its foundation as a Church school.

Information			
School	The Epiphany School	Inspection date	13 Sept 2023
URN	138040	VC/VA/Academy	Academy
Diocese	Portsmouth and Winchester	Pupils on roll	422
MAT	Stand-alone academy		
Headteacher	Vanessa Webster		
Chair of Governors and Trust Board	Claire Wheeler		
Inspector	Marcia Headon	No.	761