

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Coombe Bissett Church of England Primary School	
Address	Shutts Lane, Coombe Bissett, Salisbury, SP5 4LU

School vision
<p>Together we can... "Soar on wings like eagles, Run and not grow weary, Walk and not be faint." Isaiah 40:31</p> <p>Here at Coombe Bissett, we believe that each and every child is unique and special. It is our aim to enable each and every child:</p> <ul style="list-style-type: none"> • to flourish into and to be recognised as a unique and special individual, • to have the knowledge, skills and characteristics to equip them for their time in the world • to feel dignity about themselves, have self-confidence, and to know how to manage their wellbeing • to have the courage to stand up for what is right and make a positive difference to others and the world • to know that they are loved and cherished within a caring Christian environment. <p>Put simply... FLY HIGH, RUN WITH JOY, WALK TALL... AND TOGETHER WE CAN CHANGE THE WORLD</p>
School strengths
<ul style="list-style-type: none"> • School leaders are secure and confident in setting the direction of the school in line with its Christian vision. This is clearly demonstrated within the actions and attitudes of school life day by day. • Well-planned and collaborative collective worship ensures that the school's vision and associated values are put into practice. It is an important time for the whole community to celebrate who they are and how they belong together. • School leaders promote a culture of wellbeing and nurture which supports the flourishing of all members of the community. Relationships, built on trust and mutual respect, sustain a committed staff team. These are modelled well to pupils who, in turn, care for each other. • There is a strong, mutually beneficial partnership with the local church. There is also a growing and enriching involvement in village life. • Religious education (RE) engages and inspires, helping pupils to appreciate diversity and preparing them for life in the wider world.
Areas for development
<ul style="list-style-type: none"> • Develop the wider curriculum to include planned opportunities for spiritual development. This is to embed a shared approach to spirituality within both teaching and learning. • Extend pupils' understanding of justice and fairness in the wider world to prepare them for social action in their future lives. • Ensure that assessment in RE enables pupils to know how to make the next steps in their individual learning.

Inspection findings

The school's Christian vision has sustained the school very well over a period of change and challenge. School leaders are continuing to ensure that it forms the roots of all that is being put into place under a new, permanent headteacher. The vision provides a place of focus which remains unchanged for staff, pupils and their families. In particular, the vision has ensured that no child has failed to receive the care and nurture needed for individual flourishing. The values which flow from the vision are put into practice each day. Pupils draw on belief in themselves and in others to do their best in their learning. They also speak of being brave 'when we need to try again' or when work is challenging. Parents choose the school for its positive expectations. It helps their children to 'be comfortable with who they are' which prepares them well for secondary school. Governors' confidence in monitoring the school as a Church school is increasingly effective, and has been supported by the diocese. They include pupils and staff in their discussions so that they know that they are hearing as many voices as possible. Staff wellbeing is supported effectively meaning that staff have the willingness to be engaged in change with optimism. The partnership with the church has been a particular strength over recent years. The stability and consistency of this relationship has sustained everyone in times when they have sometimes felt 'weary' or 'faint'.

Collective worship is an area in which the church has been very supportive. Planning is collaborative so that there is a varied and relevant offering for daily worship. Regular meetings with pupil leaders ensure that their views are taken into account. There is an invitation for all pupils to participate in some way, through singing or paired talking, in discussions and through prayers. The sense of community, that 'everyone is together', makes worship an important part of the day for both staff and pupils. A sense of reverence creates a space for some spiritual moments. In addition, pupils and adults make use of a reflective area outdoors and a prayer board inside. The Christian ethos committee, comprising pupils and adults, is currently considering how to address spirituality more explicitly within worship and beyond. Key times of the Church's year are celebrated joyfully and memorably in the church building. Parents speak of a 'complete connection with the church', whether they have a faith or not. The role of the incumbent as a chaplain contributes to the positive relationships in school and beyond.

Relationships at all levels are strong and supportive, because the school's values are lived and breathed. There is a positive, restorative approach to behaviour, through which each individual is encouraged to 'walk' and to 'run' closely together. Staff are excellent role models for pupils by relating so positively towards each other. In turn, pupils' care for each other, including older for younger, is kind and generous. The small school setting means that families and children are known to all staff. Parents say that the staff are full of warmth and 'invested on an individual level' with the pupils. This can be seen in the commitment and care seen in all interactions around the school. School leaders' dedication to individual wellbeing results in a tightly-knit staff team that loves to come to school. Staff feel that they are 'grown' as individuals, both personally and professionally. Even when tested, the team has remained cohesive and trusted in the school, church and local community to support them. The school is increasingly looking out to the community to form new links and to serve others. The establishment of a coffee morning as well as a toddler group is bringing new people into the building. The pupils are enjoying new opportunities to meet with villagers.

Curriculum development is a key priority for the school. The school vision and values underpin this work to ensure that creativity and curiosity enable all to thrive. Emotional and social support is put alongside interventions for learning so that all flourish equally. Parents describe this as an 'arms around approach' for them and their children. Early discussions about developing a shared

approach to spiritual development are being fed into the overall curriculum plan. The current approach is largely implicit rather than intentional. Some pupils are able to speak about what being spiritual might involve, such as ‘it helps to fill a hole’. There have not been opportunities for staff to attend training to develop their spiritual thinking. It is important to pupils that they help those less fortunate than themselves. They know, for example, how their harvest donations and charity collections are used. There are opportunities to engage with current affairs through collective worship. This means that they think about what is happening in the wider world and what questions might be raised in doing this. However, they have not developed a broader sense of social justice and how they might engage with this for themselves.

RE is led very well. The diocese has been supportive, including with training for implementing a resource called ‘Understanding Christianity’. This has contributed to the development of staff subject expertise. The RE curriculum has been shaped to suit the context of the school, by allowing pupils to suggest input for some of the units. Pupils are encouraged to show their learning in different ways, including through art and drama. This means that they are engaged, inspired and proud of their RE. The school’s approach to the whole curriculum, based on curiosity and creativity, is clearly demonstrated in RE learning and teaching. Pupils are increasingly engaging with ‘big ideas’. This helps them to understand that people do not always agree in terms of what they believe. Pupils are fascinated by the beliefs and practices of the major world faiths. Visits and visitors bring the subject to life because the subsequent discussions are formed around the pupils’ own questions and interests. This supports their knowledge and understanding of diversity and difference. Recording in floor books provides evidence of pupils’ conceptual thinking and of imaginative group activities. Individual assessment is not formalised and so pupils are not clear about how to make their next steps of learning.

Coombe Bissett’s Christian vision is supporting necessary change whilst providing the nurture and care that everyone needs to bring this about.

The inspection findings indicate that Coombe Bissett Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	4 December 2023	URN	126382
VC/VA/Academy	Voluntary aided	Pupils on roll	101
Diocese	Salisbury		
MAT/Federation			
Headteacher	Emma Haworth		
Chair	Trudy Nazer		
Inspector	Virginia Corbyn	No.	86