



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

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| St Andrew's Church of England VC Primary School, Yetminster | |
| Address | Yetminster, Sherborne, DT9 6LS |

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| School vision |
| <p>Love, Learn, Grow, Flourish.</p> <p>As God loves us, so we show love to one another. Because we are loved we are able to learn, grow and flourish in all we do: taking God's love into the world as a positive influence on all we meet. 'My command is this: Love one another as I have loved you'. John 15:12</p> |

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| School strengths |
| <ul style="list-style-type: none"> • Leaders bring calm and stability, shaping the vision to ensure it meets current needs. They use it to drive improvements, creating a cohesive team, raising the impact this Church school makes. • Pupils have a thoughtful understanding of the vision and its importance, leading them to feel valued and loved. They appreciate the contribution Christian values make to their thinking, contributing to behaviour improving across the school. • The vision shapes a culture of inclusion, welcoming all. This enables pupils, particularly those who are vulnerable, to flourish and recognise their talents. • Leaders of religious education (RE) shape a well sequenced curriculum and share best practice. The use of 'big questions' enhances pupils' thinking and informs their opinions, ensuring they find the subject relevant. • Pupils play a positive role in planning and leading collective worship, enhancing their personal spirituality. They talk of the importance of reflection and value these opportunities. |

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| Areas for development |
| <ul style="list-style-type: none"> • Establish a robust system to evaluate the impact the vision makes on all aspects of being a Church school. This is so all members of the school are included and relevant foci for ongoing improvements are identified. • Ensure opportunities for pupils' spiritual flourishing are explicitly planned within the curriculum. This is so that pupils are empowered in their spiritual development. • Deepen pupils' understanding of injustice, equipping them with the necessary skills to become independent agents for change, both locally and globally. |

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| Inspection findings |
| <p>New leaders have brought stability and calm following a period of uncertainty. They shaped the Christian vision, effectively putting it at the heart of the school. Pupils explain that it gives them a sense of being loved by staff and link this to God's love. This makes them feel valued. Pupils see flourishing as showing what they have achieved to others. This inspires more pupils to do well. Christian values give them a language to use throughout the day. Staff show where these values are significant across learning, so their importance is heightened. The vision effectively addresses the</p> |

needs of the community. This leads to strengthening relationships with families and walking alongside them. It drives improvements, where leaders bring further expertise, notably supporting those who have additional needs. As a result of the vision, new consistent approaches to behaviour support pupils well. This creates a positive culture for learning. Leaders share high ambitions with all, implementing a rigorous plan to raise standards. This is enhancing the impact this Church school makes. Governors bring a wealth of knowledge to support leaders. However, the influence that the vision makes on all aspects of being a Church school is not effectively evaluated.

Leaders draw on the biblical figure of the Good Shepherd. This shapes their approach in reaching out and bringing all into a safe community. Staff see themselves as shepherds, removing any barriers pupils have to learning. This shows them living out God's love. The vision inspires a culture of inclusion, where all are welcomed. This includes offering significant support for refugees. Leaders, and the Sherborne Area Schools Trust (SAST) develop staff skills and knowledge. This strengthens the way pupils' academic, social and emotional needs are recognised and leads to effective interventions. Pupils are supported to recognise and verbalise their feelings. They are helped to identify individualised strategies which enable them to be calm. This results in significant improvements in behaviour, which continues to rise. Approaches to behaviour are linked to the Christian values of respect and forgiveness. Provision for mental health is secure, with new ideas introduced, so pupils use strategies which nurture them. Forest school offers a range of opportunities to grow social skills and reflect, contributing to pupils' wellbeing. These approaches are increasingly enabling pupils to live out the vision.

School leaders talk of God's love driving them to reach out and meet different needs. They see their responsibility as enabling each to love themselves and flourish. A range of experiences, notably from "Enrichment Friday", allow pupils to discover and grow talents. Pupils learn how to do orienteering, different forms of art and drama. There is a growing culture of aspiration where language of being 'the best you can be' and values are prevalent. Pupils increasingly perceive mistakes as opportunities for further learning, whilst all successes are fully celebrated. Widening pupils' horizons to future careers enables each to see the importance of learning. This continues to raise pupils' self-belief. Staff have an awareness of spirituality, enabling pupils to use approaches which guide thinking. However, opportunities for spiritual flourishing are not identified in curriculum planning. Deepening pupils' awareness of diversity is a major focus. Literature texts promote discussions on stereotypes, refugees and more. This extends pupils' understanding of the values of respect and compassion. This is changing attitudes, recognising that all are special to God. Pupils have some understanding of injustice, where they raise issues which they feel are important. Opportunities for pupils to develop leadership roles, such as the school council, contribute to this. However, pupils are not confident to become independent agents for change.

The school family recognise how relationships and actions are shaped by the vision. Pupils comment on how this encourages them to become better friends and collaborate. This draws on Jesus' teaching of how all can live well together and creates a culture of inclusion and equity. Relationships between pupils are increasingly strengthened, there is a greater sense of being part of a caring family.

The vision of flourishing drives leaders to draw upon the expertise of SAST. This is influential in providing experienced leaders, enhancing the effectiveness of this Church school. Guidance and support at all levels, notably in RE planning and collective worship, make a significant difference. Staff draw on subject leaders' expertise in other schools to enrich their understanding.

Collective worship makes an invaluable contribution to deepening pupils' understanding of the vision through exploring Christian values. Examples of where values make a difference are shared, enabling all to see the diverse areas where they are influential. Pupils, of a faith or none, give

examples where the values of love and flourishing shape their aspirations and attitudes towards learning. Worship is inclusive and enables all to contribute with integrity. It can be inspirational and challenge how pupils make decisions. Older pupils have opportunities to plan and lead worship. Reflection spaces provide areas of calm, which are valued. Dedicated opportunities enable reflection on key ideas, such as thankfulness and what this means for them. These moments stimulate pupils' deeper thinking, enhancing their personal spirituality. Time for prayer is appreciated as a chance to share ideas with God or be calm. Some pupils spontaneously pray in worship responding to the themes. Planning effectively focuses on extending pupils' understanding of the impact values make. Different approaches to worship are appreciated, for instance, exploring where values make a difference globally. The local church offers thoughtful pastoral support and contributes to worship, celebrating festivals. This expands pupils' understanding of the significance of these celebrations for Christians. Pupils generally enjoy worship, notably singing.

The priority of RE has been reinforced. This is reflected in the degree of adult support to enable all pupils to access learning. RE leaders work alongside new staff enhancing knowledge and skills. Listening to pupils leads to prioritised actions. For example, floor books were introduced so pupils can reflect on previous learning. Ongoing improvements draw on diocesan expertise. These include training in using the national 'Understanding Christianity' resource. This is deepening pupils' knowledge and appreciation of this religion. The importance of exploring 'big questions' is rising. This leads to lively discussions, where pupils are more confident to verbalise ideas and learn from others, developing opinions. A SAST project has identified key vocabulary for each unit, which grows pupils' knowledge. Pupils' awareness of core religious concepts is good. A positive appreciation of worldviews is evident with new resources being introduced to strengthen this. Monitoring leads to planning being refined or resources added. As a result, pupils speak highly of learning in RE because it is engaging and enables pupils to think through their opinions.

The inspection findings indicate that St. Andrew's Church of England Primary, Yetminster is living up to its foundation as a Church school.

| Information | | | |
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| Inspection date | 8 December 2023 | URN | 144416 |
| VC/VA/Academy | Voluntary controlled | Pupils on roll | 100 |
| Diocese | Salisbury | | |
| MAT/Federation | Sherborne Area Schools' Trust | | |
| Executive Headteacher and Joint heads of school | Debbie Brown, Emma Board/Chris Vradis | | |
| Chair | Richard Taylor | | |
| Inspector | David Hatrey | No. | 844 |