

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

<b>Dogmersfield Church of England VA Primary School</b>	
Address	Chatter Alley, Dogmersfield, Hook, RG27 8SS

School vision
<p>'Start children off the way they should go...so they live life in all its fullness.' Proverbs 22:6/John 10:10</p> <p>Our purpose is to nurture and enable everyone to thrive and be the person they are fully capable of being. Through the vision and values we will all grow into valued, confident individuals who make a difference in the world. We aim to provide a high quality education rooted in Christian belief, values and practice.</p>
School strengths
<ul style="list-style-type: none"> <li>• The established values of love, courage and respect are a strong expression of the Christian vision. All adults demonstrate dedication to nurturing pupils so that they develop life skills and confidence.</li> <li>• The vision inspired curriculum supports pupils because it is inclusive and aspirational. Leaders make careful decisions to enrich their experiences. Learning styles are linked closely to the vision and values. As a result, pupils are able to articulate how these support them to thrive.</li> <li>• Collective worship offers further exploration of the vision through age appropriate spiritual experiences. Singing and prayer provide effective opportunities to connect with God.</li> <li>• The vision actively drives a culture that supports, includes, and nurtures all. Pupils are listened to. They initiate projects that improve the lives of others. This deepens their understanding that all are equal and deserve to be respected.</li> <li>• Religious education (RE) is thoughtfully planned so that pupils retain knowledge and make progress. Staff engage with training that enables them to teach confidently. As a result, pupils can share their learning about the religious views that they encounter.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Increase pupils' opportunities to plan and lead collective worship. This is so that they inspire others to deepen their understanding of the impact of prayer and Christian messages.</li> <li>• Embed opportunities for responses to spiritual moments within the curriculum. This is so that adults can evaluate the impact of these on the lives of pupils.</li> </ul>
Inspection findings
<p>The Christian vision weaves through the daily aspects of school life because it places people at its heart. There is a relentless drive to create a culture that provides pupils with the best possible start. The welcome service for reception children conveys a message of belonging and support for parents. Members of staff are respected role models who provide clear expectations and a positive start to each day. Leaders make considered, nurturing decisions. This enables all to thrive within this small school. Dedicated governors support the staff because they regularly visit and fulfil their formal monitoring responsibilities. As a result, pupils benefit from aspirational learning activities while feeling safe. The staff team form strong partnerships within the community and beyond. This builds</p>

relationships and enriches learning opportunities.

The values of love, courage, and respect are an embedded expression of the Christian vision. These are skillfully woven through the curriculum so that pupils recognise how they influence their lives. They describe how courage is required when faced with challenging activities. The embedded learning characteristics also enable pupils to communicate the Christian vision. They clearly explain that showing kindness or honesty lives out the messages found in the Bible. Teachers are empowered to plan effective learning activities. This reinforces the vision to equip pupils with the best possible start. Leaders ensure that resources are directed, allowing the most vulnerable to flourish. Staff training to develop inclusion positively benefits those with special educational needs and/or disabilities (SEND). Consequently, pupils are helped to recognise their needs and the support required. Pupils consistently demonstrate compassion towards each other through their interactions. They recognise that difference is to be valued. Teachers are committed to enhancing learning through enriching experiences. Inspirational visits to the 'Globe Theatre' or 'The Science Museum' provide moments of awe and wonder. A focus on Sri Lanka broadens pupils' knowledge of contrasting cultures. Teachers highlight some opportunities for spiritual responses within the curriculum. Although the language for expressing such experiences is displayed within classrooms, the impact on pupils is less clear.

Collective worship reinforces the vision and values of the school. Carefully chosen music means that those gathered recognise that this is a distinctive time. It is a special part of the school day. Behaviour is respectful and responses are appropriate. Worship is inclusive because those leading are aware of the needs of all pupils and the invitational language to be used. The school engages well with diocesan training and utilises specialist resources. Leaders expertly highlight links with the teachings and actions of Jesus. As a result, pupils demonstrate an understanding of the theme of gentleness and link it to the school value of love. The close partnership with local clergy clearly enhances moments to share teaching about God and the Christian faith. Pupils and adults cherish visits to the church for significant festivals because they draw the school community together. Valuable opportunities for pupils to engage with Easter prayer stations embeds their awareness of Holy Week. The 'pupil worship team' are proud of their role because they are able to assist leaders. However, the opportunities for their creativity to engage their peers are limited.

Leaders sensitively support all within the school community. Staff ensure that the most vulnerable pupils receive additional activities to boost emotional resilience. Through its vision and values, the school embeds a powerful sense of belonging. Consistent care ensures that all individuals are recognised and valued as children of God. Relationships are positive and respectful, creating a harmonious atmosphere. This sustains those experiencing significant challenges. Teachers promote good mental health through well-organised personal and social education activities. In addition, staff lead extra-curricular clubs that promote enjoyment and positive relationships. 'Happy Time' teaches pupils effective strategies to maintain their own wellbeing. Compassion is also extended to families. Parents are effectively signposted to external agencies. They in turn serve each other, for example, by volunteering for the 'kiss and drop'. In this way, the school lives out its vision, ensuring everyone can live life to the full. Governors are dedicated to maintaining the wellbeing of all. Their approach as effective critical friends enables them to evaluate the impact of the vision on pupils and adults.

The Christian vision shapes pupils' self-worth and their responsibilities to others. The curriculum for personal and social education leads some to contribute their ideas for change. The 'DAB Awards' motivate self-development and good citizenship. Opportunities for leadership within the school enrich environmental change, for example, prompting the reinstatement of bird boxes and composting. In this way, pupils recognise the importance of caring for God's creation. Locally, the school enriches community groups, such as engaging with the 'dementia cafe'. Leaders are strong

role models who listen to suggestions for change. Pupils initiated fundraising for World Downs Syndrome Day and made an effective contribution to supporting families. The school's link with Ocean Stars is creatively planned within the curriculum. Consequently, pupils' understanding of injustice is developing.

RE is skillfully led, creating a progressive and balanced curriculum. The Christian vision is woven through so that values are linked to units of work. As a result, pupils are highly respectful when talking about their own beliefs or those of others. Leaders are careful to utilise resources that deepen pupils' understanding of diversity. The school engages well with diocesan training, which enables teachers to plan confidently. Learning is blocked, which allows a deeper exploration of belief and practice. Consequently, pupils are able to make meaningful connections. Teachers organise creative learning opportunities through art or storytelling. As a result, pupils make thoughtful responses and engage well. There is good use of virtual resources to enhance learning. For example, pupils deepen their understanding of Holi by listening to a Hindu explain the festival's importance. Assessment is carefully planned so that teachers are able to evidence that pupils are making progress. Governors effectively carry out monitoring by talking with pupils. As a result, they can speak knowledgeably about RE. This supports teachers in delivering a high-quality, diverse curriculum.

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

Information			
Inspection date	28 February 2024	URN	116355
VC/VA/Academy	Voluntary aided	Pupils on roll	103
Diocese	Winchester		
MAT/Federation			
Headteacher	Deborah Nicholass		
Chair	Philip Baylis		
Inspector	Helen Crolla	No.	918