

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

Preshute Church of England VC Primary School	
Address	High Street, Manton, Marlborough, SN8 4HH
School vision	
<p>Live Life, Love Learning  “Love your Neighbour” (Mark 12: 29-31)</p>	
School strengths	
<ul style="list-style-type: none"> <li>• Leaders clearly articulate how biblical teachings on love support the Christian vision. This is lived through day-to-day management and strategic decision-making, thus securing improvement.</li> <li>• The vision inspires a deeply nourishing culture where people feel loved, and cared for and consequently flourish.</li> <li>• Collective worship is planned thoughtfully to embed the school's values and vision. Opportunities for pupils to actively participate and reflect contribute to their spiritual development.</li> <li>• Effective leadership in religious education (RE) results in a clearly structured approach. As a result, pupils demonstrate an impressive depth of understanding, particularly regarding Christianity.</li> <li>• Every pupil is treasured for their uniqueness. This leads to a culture of equity where individual needs are catered for. Pupils, including those who have special educational needs and/or disabilities (SEND), are enabled to flourish.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Ensure that there are opportunities for pupils to learn about a breadth of diverse beliefs in RE. This is to enrich their understanding of cultures which they may not otherwise encounter in their daily lives.</li> <li>• Develop opportunities for those pupils who wish to do so, to plan and lead collective worship more regularly. This is to further develop spirituality and is in response to pupil voice to further aid engagement with worship for all.</li> <li>• Embed opportunities for exploring spirituality more widely in learning. This is to enable pupils to flourish spiritually and to express this at an age-appropriate level.</li> </ul>	
Inspection findings	
<p>Leaders confidently articulate the deeply embedded Christian vision, and the more recently agreed biblical underpinning and values. Its impact is shown in holding the school firm through periods of change and uncertainty. Despite a succession of leadership changes, staff continued to uphold the vision. A wonderful sense of renewal now pervades the life of the school. There is a determined commitment to the continued development of the school's Christian foundation. The impact of the vision is demonstrated by the dedication of all to do their best for every child. Like the Good</p>	

Samaritan, they strive to help others. For leaders, this extends to carefully considered financial decisions to be fully inclusive. Governors continue to develop robust systems to monitor the school's distinctively Christian character. As a result, accurate self-evaluation against the vision gives clear direction. The school benefits from the support and challenge provided by the Local Authority. This helps leaders to focus on improvement. A supportive local cluster of schools, some of whom are Church schools, share best practice. Thus, developments in school leadership have brought stability and positive progress. Leaders are consistently guided by their vision and are clear about priorities going forward.

Leaders are committed to providing rich learning experiences. The curriculum is updated to enable this. Desirable characteristics of learning are exemplified by various relatable characters, such as a tortoise for resilience and an owl for reflection. These effectively enable pupils to understand the learning behaviours which improve engagement. 'Journey days' facilitate exploration and deepening of pupils' understanding of diversity and the school's shared values. There are examples of how spirituality is developed through experiences. On a recent class trip, pupils were inspired by a wishing tree to write their own prayers. Moments of awe and wonder are experienced, such as through hatching chicks. There is a long-term project, which is well underway, to rejuvenate outdoor areas for spiritual contemplation. Pupils understand the purpose of this and recall how they use these areas. Staff seize opportunities within the extensive grounds of a private house to engage pupils with nature. Here, they are guided to experience and reflect on the beauty of the natural world. The impact of this is seen in how pupils respond using art and poetry. However, there is no agreed definition of spirituality or whole school approach through shared vocabulary. Although spontaneous moments of spirituality do occur, planned opportunities and language are not embedded in the curriculum. This limits whole staff understanding of how to develop spirituality and pupils' capacity to express themselves spiritually.

Collective worship expresses the school's vision and is inclusive and engaging. With clear guidance from leaders, staff gain confidence in leading collective worship, raising the spiritual awareness of all. Pupils benefit from lively worship sessions delivered by the vicar and an enthusiastic Open the Book team. This enables them to enjoy, understand and remember more about Bible stories. As a result, they make purposeful links between the themes of worship and their own behaviour. Their responses show insight and understanding of living in a compassionate way. The support of the local church community serves to deepen pupils' understanding of Christianity as a living faith. This strong relationship with the local parish church reinforces and enhances the school's Christian tradition. Pupils benefit from the spiritual experience of gathering in worship in school and at church. The use of the Marlborough College chapel enriches pupils' experiences. Pupils spontaneously write prayers to express their thoughts and share these in collective worship. They occasionally lead worship such as for Remembrance and anti-bullying week. This enhances pupils' spirituality and empathy. Pupils give examples of the impact of worship. For example, in following the example of Jesus in treating others how they would like to be treated. Certificates, for demonstrating school values and being a good Samaritan, celebrate and reinforce the school's vision. Leaders monitor the impact of collective worship effectively through observation and pupil conferencing. Pupils also engage in monitoring worship. As a result, they express a desire for more pupil-led worship.

Living well together, guided by love, is central to relationships in the school community and beyond. Adults and pupils relate the Bible story of the Good Samaritan to the school values. These are to live with respect, love, kindness, forgiveness, empathy, and honesty. Each value is explored in depth each term, which ensures school-wide understanding. As a result, people are inspired to be loving and compassionate to others. They embrace the uniqueness of each individual and value their inclusion within this loving school. There is a palpable sense of pride and fulfilment amongst staff. This cultivates a positive atmosphere that translates into enhanced care. Targeted support

addresses social and emotional needs in an inclusive environment. Parents praise how staff wholeheartedly focus on care and teaching to provide support. Moreover, pupils support and encourage one another, understanding school expectations. As a result, once established at school, pupils are considerate and well-behaved. This shows the impact of the school's vision and values.

The vision inspires a caring atmosphere, both within the school, the local community and beyond. Pupils are empowered through special responsibilities. These include the school council, play equipment leaders and Green Gestures (gardening group). Consequently, they effect positive change within their immediate surroundings. Year 6 take seriously their responsibility to care for Reception pupils. This is celebrated with a special church service for Year 6 and Reception, further embedding the vision. A local example is pupils who were inspired to write to the local MP and the water board. They demanded action on discovering that their local river was polluted. This exemplifies their awareness of environmental issues and their proactive stance in addressing concerns. The Green Gestures group are inspired to tend the school grounds with the help of volunteers. They explain their sense of responsibility for looking after God's creation and creating something for everyone to enjoy. There is a commitment to supporting those in need, such as through the school's link with a school in Uganda. By actively engaging in initiatives that promote social justice, pupils learn and understand the importance of compassion. For example, on World Book Day the school community donated money towards buying books for the school in Uganda. Thus, pupils are developing as responsible and independent advocates for justice and responsibility.

Leaders demonstrate a thoughtful and comprehensive approach to curriculum planning in RE. There is a clear progression so that key concepts are revisited regularly. Effective monitoring ensures alignment with national and locally agreed expectations for teaching RE. There is a clear focus on teaching key Christian beliefs such as incarnation, salvation and the Trinity. Pupils ably engage in their learning which provides opportunities to further embed knowledge. Consequently, they articulate their understanding with confidence. Curriculum planning effectively addresses Christian teachings and a balance of world faiths and world views. However, plans to broaden pupils' experiences through visitors or visits representing a variety of faiths, are at an early stage of development.

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

Information			
Inspection date	7 March 2024	URN	126349
VC/VA/Academy	Voluntary controlled	Pupils on roll	182
Diocese	Salisbury		
MAT/Federation			
Headteacher	Claire Hann-Perkins		
Chair	Susan Joslin		
Inspector	Amanda Brockway	No.	2214