

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

<b>Heddington Church of England VA Primary School</b>	
Address	Heddington, Calne, SN11 0PJ
School vision	
<p>Sowing excellence, harvesting enjoyment. The Parable of the Sower. Matthew 13.</p> <p>We provide the rich soil that enables our children to develop deep roots and flourish. Within our rural community, our small Christian school nurtures growth, giving courage to face challenge and abundant opportunities for unique strengths to blossom. Everyone feels valued and has respect for themselves and others, and hope for the brightest future.</p>	
School strengths	
<ul style="list-style-type: none"> <li>• The Christian vision is understood and clearly articulated by the whole school community. It serves as the true foundation for all aspects of the school's work.</li> <li>• Everyone is welcomed and supported as a valued and unique individual, directly reflecting the vision. Extremely positive relationships are the result of this and are a key strength of this school.</li> <li>• Seamless, mutually beneficial partnerships with the church and local community enhance the outworking of the vision in and beyond the school.</li> <li>• Collective worship is valued, by staff and pupils alike, as a time to be still and reflect. Understanding about the vision and associated Christian values deepens during these special times.</li> <li>• Religious education (RE) is well led and planned to ensure learning is sequenced and builds on prior knowledge and skills.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Refine the shared understanding and planning for spirituality within and through the curriculum. This is so that opportunities for spiritual development are effectively utilised and enhance personal growth.</li> <li>• Further develop the use of assessment in RE so that it feeds directly into future planning. This is to maximise opportunities for pupils to gain a deeper understanding of a variety of religions and worldviews.</li> <li>• Develop the pupils' strong sense of justice and fairness so that it extends beyond the school community. This is so they are empowered to take courageous action on both local and global issues close to their own hearts.</li> </ul>	
Inspection findings	
<p>The deep-rooted Christian vision runs through every element of this school community. From the moment you arrive there is a tangible sense of the centrality of the parable of the sower. Individuals understand its meaning and how it relates to them. Being situated in the heart of a rural farming</p>	



neighbourhood further supports this. There is a strong, shared desire to ensure every individual has 'the brightest future'. Pupils talk about themselves as 'seeds' and the school being the rich soil they need to 'grow'. All have an awareness that difficulties sometimes arise in life. They liken this to seeds falling onto rocky ground or being taken by birds. Staff know pupils and their families deeply. They provide bespoke nurture and support at times of challenge to 'return the seeds to the soil'. Pupils, including those with special educational needs and/or disabilities (SEND), thrive educationally, socially and spiritually as a result. Core values, firmly rooted in scripture, are a clear expression of the vision in action. Pupils confidently articulate the importance of their values and how they are lived out at home as well as in school. Values are thoroughly explored through Bible stories during collective worship. This results in pupils having an ingrained understanding of the values as distinctively Christian.

School leaders are ably supported by a committed team of governors. They have a deep understanding of the school and their leadership is entirely focused on the vision. Governors recognise their responsibility as Church school leaders to provide the 'richest of soil' for every pupil. Together with the headteacher and staff, they share an unwavering drive towards ensuring the 'brightest future' for every individual in their care. Christian distinctiveness is monitored by governors, although the robustness of this and how it results in improvements is variable.

Pupils treat each other with respect and care and directly attribute this to the vision and associated values. They feel safe and secure within their school environment. These strong relationships extend beyond those between pupils. Members of the community feel cared for and positive relationships at all levels are treasured. There is an unequivocal sense that nothing is too much trouble for anyone. Staff members go 'above and beyond' to provide support and care for one another and for pupils and parents. This results in them feeling safe and looked after, both professionally and personally. Heddington is widely considered by staff, pupils and parents as 'feeling like a real family'.

The work of the school is enhanced by the strong partnership with the church and local community. This is a partnership which is highly valued by members of this small, rural village. Staff and pupils are regularly involved in the work of the parish, including the church and the parochial church council (PCC). The church and school hold events together routinely. Members of the school council share their thoughts and views with the PCC through attendance at meetings, further strengthening links. Members of the church are regular visitors at school enabling trusted relationships with pupils, staff and parents to develop. This well-established partnership is mutually beneficial to the whole locality and is key to the outworking of the vision within the school. School leaders have been instrumental in establishing partnerships with other local schools in order to share expertise and widen opportunities for all. This work ranges from network teams for staff to sporting tournaments. Through this work, the personal and professional lives of staff and pupils are further enriched, directly reflecting the vision.

The curriculum is continuously developed and shaped by the vision to ensure it meets pupils' needs, including those with SEND. Leaders make bold decisions to bring about improvement where needed. Because teachers know pupils deeply, they shape lessons to ensure that the needs of individuals are being met. Those with SEND feel supported in their learning. Consequently, pupils achieve well by the time they leave the school.

Pupils have a strong sense of justice and fairness within the context of their school community. They recognise that people make mistakes and have a deep appreciation of forgiveness and the importance of second chances. Pupils relate this confidently to their daily experiences. They clearly articulate how their vision helps them with this. For example, 'teachers help seeds who fall on the rocky ground get back into good soil so they can grow again'. The school engages in charity work and fundraising for worthy causes and some of this work is led by pupils. This includes taking part in

Odd Socks Day, a national awareness raising initiative for Down's Syndrome. This work was initiated and led by a pupil who held this cause close to her heart. However, work to empower pupils to engage in social action in this way is limited.

Collective worship is highly valued as a time to be still, reflect and deepen understanding of the vision and associated values. Themes for worship are developed across each week. Pupils therefore have a solid understanding of their central core Christian values and how these are an expression of the vision. The 'Christian task force' take a key role in leadership of worship, alongside school leaders and members of the clergy. This gives them ownership of these special times. Pupils engage well during worship and respond appropriately to invitations to pray, reflect and take part in thought-provoking discussion. This supports their spiritual development. Although pupils are developing spiritually, there is no shared understanding of this across the school. Therefore, they do not have a secure understanding of their own development in this regard. Leaders have started to identify planned opportunities for spiritual development across the curriculum. However, these are not embedded or securely understood by staff, meaning it is not possible to see the impact.

RE has a high priority within the curriculum. Leaders have ensured that the subject is well-sequenced so that pupils are able to build on their prior knowledge. Pupils take part with enthusiasm in lessons that are well-planned and creative. Support is provided for those with SEND to ensure that everyone is able to participate in the learning. Quality space and time to reflect on their own beliefs and opinions and those of others is woven through RE lessons. Pupils enjoy learning about a range of world faiths and are able to recall some key beliefs and cultures. Older year groups have a developing understanding of the 'big story' of Christianity, including incarnation and salvation. Pupils are not able to talk confidently about world faiths and views or make meaningful links between them. There are not enough opportunities for them to explore the impact that religion has on peoples' lives. Pupils' learning in RE is routinely assessed although this does not directly feed into future planning, teaching and learning. This further impacts on the lack of depth in their knowledge and understanding. Leaders are clear on what they need to do to next to continue to improve in RE.

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

Information			
Inspection date	7 March 2024	URN	126327
VC/VA/Academy	Voluntary aided	Pupils on roll	74
Diocese	Salisbury		
MAT/Federation			
Headteacher	Ashley Martin		
Chair	Mark Lockwood		
Inspector	Anna Willcox	No.	915