

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Southbroom St James Academy			
Address	Nursteed Road, Devizes, Wiltshire, SN10 3AH		
Date of inspection	21 May 2019	Status of school	Primary academy inspected as VC Diocese of Salisbury Academy Trust
Diocese / Methodist District	Salisbury	URN	140352

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good

School context

Southbroom St James is a junior school with 196 pupils on roll. The majority of pupils are of White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The school became an academy and joined the Diocese of Salisbury Academy Trust (DSAT) in 2013.

The school's Christian vision

'We belong, we believe, we flourish.'

'And the Child grew and became strong. He was filled with wisdom, and the grace of God was upon Him.'

(Luke 2:40)

We are all striving to grow because through growth we better belong and believe in ourselves, consequently we flourish. It is because of this that growth is rewarded in our school because we are constantly supporting each other to belong, to believe and to flourish.

Key findings

- The school's distinctive Christian vision is strongly embedded within the life of the school and all stakeholders are able to articulate this with a good level of understanding.
- The extent to which the vision is impacting on the life of the school is highly evident through systems, structures and a range of opportunities, all of which result in positive relationships.
- The leaders of the school are determined that all pupils should belong, believe and flourish and this is being realised through the pupils' achievements and attitudes.
- Religious education (RE) is led and managed very effectively and this leads to outcomes that are of an increasingly high standard.
- Collective worship is highly valued by adults and pupils. It builds a deep understanding of the school's vision and is a celebration of the vision at the centre of school life.

Areas for development

- Governors to develop and implement a more systematic process for evaluating the impact of the school's vision over time in order to identify further areas for development.
- To ensure that progressively deeper opportunities are planned for within the curriculum and wider life of the school to enable pupils to grow in their spirituality.
- To continue to build pupils' aspiration and sense of dignity, for each other and for their community, so that all can flourish to their true potential.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?
Inspection findings

The distinctively Christian basis of the school's vision is elaborated within a range of supplementary documents and all stakeholders, including the Chief Executive Officer of DSAT, were involved in ensuring that the vision is highly appropriate for the school's context. Through the determination of the school's leaders and the engagement of all stakeholders, this vision now infuses the school. A range of stakeholders express their pride in the current ethos of the school and this is confirmed by a number of surveys of pupils and parents which the school has carried out. Governors have monitored the effectiveness of the school as a Church school in the past but a continuous plan for monitoring the impact of the school's vision is not currently in place. Leaders have taken advantage of support from the diocese to extend their understanding of current thinking in Church school education, including engagement in leadership development programmes. The recommendations from the previous inspection have been addressed.

Teaching is carefully focused on the needs of individuals and, as a result of this, pupils in all year groups currently make strong progress from their starting points. A wide range of academic and pastoral provision is in place to ensure that all pupils flourish, including impressive support offered by an outreach worker from St James' Church. Consequently, disadvantaged pupils and those with special educational needs and/or disabilities are making progress which is at least in line with, and often above, that of their peers. The curriculum has been specifically developed in line with the school's vision in order to ensure that all pupils are enthused by their learning and develop a sense of personal aspiration. The success of this is evident from conversations with the pupils and from work in their topic books. The school has worked with the diocese on the development of a shared understanding of spiritual development. Although this is explored with the pupils through 'Big Questions', progressively deeper opportunities for spiritual development have not yet been systematically identified.

Pupils are clear that the school's vision guides them in their personal decisions. They could not be more enthusiastic about the way in which the school's 'flourish points' reward system supports them to live out the school's vision. Parents also speak about how much this means to their children. Pupils are able to recount a range of stories from the Bible which underpin the school values and they say that, 'Those stories remind us how Jesus behaved and how we should behave.' Pupils are motivated to 'make the world more like God's Kingdom' and they have engaged in a wide range of initiatives in order to do so, including a community sculpture project related to plastic waste. Indeed, when pupils have collected an allotted number of 'flourish tokens', they do not receive a reward for themselves but get to decide on a charitable project. The need to challenge injustice is woven into the curriculum; for instance, in a topic on Human Migration, pupils discovered that some people become refugees because they are persecuted for their faith and reflected that all people need a safe place so that they can 'belong, believe and flourish'.

The behaviour of pupils and interactions between adults and pupils are often exemplary. This reflects the fact that flourishing through belonging and reconciliation is at the heart of the school's ethos. Pupils draw on the 'Southbroom Super Six', a system based on the school's values, to inform their choices. If a pupil makes a poor choice, restorative processes are used to enable them to move on from this. The school has well-established processes for supporting pupils who are experiencing mental health difficulties. Dignity and respect are of paramount importance within the school as belonging and believing are at the foundation of the vision. Therefore, opportunities to enable pupils to understand and respect diversity are threaded throughout the curriculum.

Collective worship is a central aspect of school life and contains many aspects through which pupils grow spiritually, including music, story, prayer and reflection. The Trinitarian nature of God has been very carefully explored and pupils articulate this well. An Open the Book team, organised by a Christian minister within the local community, leads worship on a weekly basis. Pupils find this form of worship particularly engaging. Pupils attend the parish church for worship at key times of the year and are given opportunities to plan and lead class-based worship. Prayer is central to the life of the school and pupils explain that you should, 'pray for how Jesus would want the world to be.' Pupils very much enjoy accessing the 'Lighthouse', which is a room set aside especially for prayer and outreach work from St James' Church. The opportunity to use this space freely during break times enables pupils to reflect on themes from collective worship and to grow in their spirituality. This is a further expression of the way in which worship is central to the life of the school. Staff members comment on how much they now find

collective worship to be a valuable feature of the life of the school as it reinforces all that is most important in the school's journey.

Leaders have put a RE curriculum in place which ensures that pupils flourish because they are acquiring an understanding of Christianity as a living world faith. Through this curriculum, pupils also develop knowledge and understanding of a range of world faiths and are enabled to draw thoughtful comparisons between these. RE teaching and the work in pupils' books demonstrates that they explore theological concepts in depth and relate these to their own experiences. Systems of assessment have enabled the subject leader to refine and develop the curriculum further in order to ensure that pupils' needs are being met as fully as possible. The RE curriculum is enhanced by 'Celebrating Faith Days', which take place throughout the year. These are an excellent feature of the school's provision, which allow pupils to consider religious concepts across a range of stimulating activities. Examples of work captured from these days illustrate the significant extent to which pupils grow in their personal understanding of the religious concepts being studied.

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