

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Aylburton Church of England Primary School	
Address	Church Road, Aylburton, GL15 6DB
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
We aim to create a kind, caring and nurturing learning environment that inspires all children and enables them to succeed. We support and encourage each other to do our very best in whatever we choose to do. 'Through God's love we learn and flourish together'. 1 Corinthians 16:14
Key findings
• The vision drives leaders to create highly effective provision to meet the needs of vulnerable pupils. Leaders are enthusiastic and totally dedicated to living out the vision of love. However, monitoring and evaluation do not effectively cover all aspects of being a Church school. • The vision of loving one another is distinctly evident in the depth of relationships pupils and staff make, where all show a high degree of dignity and respect to each other. The school is seen as a caring family going beyond expectations in its nurture for parents. • The special education needs and disabilities (SEND) leader brings a wealth of experience effectively meeting pupils' diverse needs. The nurture for pupils' emotional development is particularly effective. • Collective worship plays a major role in deepening pupils' understanding of the vision and what this looks like in daily life. However, pupils do not have the opportunities to plan, lead and evaluate collective worship or have greater ownership in this area. • New approaches in religious education (RE) are deepening pupils' thinking about questions of meaning and purpose. Whilst opportunities for all pupils to flourish spiritually have increased, these are not identified in subject planning.
Areas for development
• Develop a robust and systematic approach to monitoring and evaluating the impact which the Christian vision has on all aspects of a church school, which involves all at the school. This would lead to key foci for improvement being identified. • Enable pupils to contribute to the planning for collective worship as well as independently plan, lead and evaluate worship. This would enable them to have greater ownership and contribute to improvements. • Ensure that opportunities to deepen pupils' spiritual flourishing are identified in subject planning so that pupils can express their thinking in a variety of creative ways.

Inspection findings

A renewed Christian vision is evident through bold decision making by leaders. This ensures that showing God's love is fundamental in all they do. This strengthens their new relationship with another Church school with whom they share their executive head and staff. The vision effectively addresses the needs of the community. It recognises that some pupils have limited aspirations, whilst extending their awareness of the wider world. Leaders have a growing understanding of the biblical principles underpinning the Christian vision. They talk about their responsibility of showing God's love to all. Staff live out the vision and Christian values showing the difference this makes. The vision shapes improvements. For instance, designing a curriculum which meets pupils' needs. The behaviour policy nurtures individuals effectively, enabling pupils to make lasting relationships. A new staff team work well together, growing their talents. There are several examples where staff flourish and go on to take further leadership roles across the Severn Federation Academy Trust. Leaders make ongoing improvements following monitoring. However, there is no systematic plan which ensures that all aspects of a Church school are rigorously evaluated. Governors are enthusiastic, but their monitoring does not lead to key improvements. The role of staff in this process is not clearly established.

The school lives out its vision of enabling pupils to flourish through the excellent nurture it provides for vulnerable pupils. The special educational needs and disabilities (SEND) leader brings a wealth of expertise matching individualised plans for pupils. This enables vulnerable pupils to frequently make better progress from their starting points than their peers. This reflects the school's vision of encouraging and nurturing all. Staff enable pupils who have found going to other schools challenging, to flourish and grow their self-esteem. The school has a strong reputation for meeting the diverse needs of pupils. The support for pupils' emotional development is another impressive feature. Pupils are confident to articulate their emotions, sharing these with staff. They are aware of how to manage their feelings, how to be calm and ready for learning. Pupils play an active role in supporting others when they feel uncertain. Support for mental health and well-being has a high priority supported by skilled staff.

The vision drives leaders to create an enriching curriculum which effectively engages pupils. Pupils' knowledge of difference and diversity is well developed. They explore black history week in some depth. Class literacy texts deepen pupils' understanding of different cultures. This raises pupils' awareness of the importance of each individual. Leaders show God's love by ensuring all can participate in visits, such as the French experience. An aspirational culture for everyone is evident across the school. Staff have high expectations sharing these with pupils. There is a language of aspiration woven through learning which challenges pupils. Pupils are effectively supported to verbalise ideas and use vocabulary accurately. Individualised feedback offers clear next step targets, so pupils feel successful, raising self-belief. Pupils use the Christian values of courage and perseverance when challenged by new ideas. They develop really good attitudes to learning. The provision for spirituality is growing, where staff use an agreed understanding. However, opportunities to enrich pupils' spiritual flourishing are not clearly identified in subject planning. Nor are pupils able to express their deepening ideas in a variety of creative ways. The pupils' eco team and school council are increasingly making suggestions about causes to support, modelling approaches. This is beginning to enable more pupils to become advocates for change, so they can fulfil the vision

of encouraging others.

The vision, with its emphasis on sharing God's love, is distinctively reflected in the affirming relationships pupils make. Pupils' behaviour is of a very high standard, they show an impressive level of dignity and respect. They attribute this to the school's Christian vision and values. There is a strong sense of being part of a caring family. The importance of forgiveness is well understood, with older pupils beginning to resolve minor issues. The school's love extends influentially through the community enabling parents to support their children. Parents celebrate the love shared and how far staff go beyond expectations to meet pupils' needs.

Leaders perceive that in enhancing pupils' love of learning partnerships are essential. The link with a local Church school is in its early stage of development. Already expertise is being shared with joint training and subject leader support. The Trust provides expert advice through monitoring, strengthening improvements. The diocese contributes by offering focused support. The introduction of 'Understanding Christianity', an RE resource, alongside diocesan training, is deepening staff and pupils' knowledge of Christianity. Relationships with the church are good, with support for governance. An 'Open the Book' team and clergy lead collective worship, which is enjoyed by pupils. Festivals are celebrated in church enabling pupils to appreciate their importance for Christians.

Collective worship plays an influential role through exploring Christian values, enabling pupils to see what the vision looks like in daily life. Pupils articulate how Christian values shape their actions. Collective worship is invitational and inclusive. Leaders make ongoing improvements so that it has a prominent role. New resources ensure that values are progressively investigated, so pupils recognise their importance in different contexts. However, planning is not sufficiently detailed to enable staff to plan how these themes will be further developed in class. Pupils appreciate class reflective spaces which help them to pray, reflect or be still. They eagerly anticipate 'Open the Book' worship where Bible stories are brought to life. Singing is infectious and enthusiastically enjoyed. At present pupils do not plan, lead or evaluate worship, so they do not feel they have real ownership. New staff lead worship confidently, engaging pupils well.

The majority of pupils enjoy RE and talk about what they learn thoughtfully. A number of improvements are being embedded and increasingly making a difference to pupils' thinking. These include clear learning objectives set for each unit. The new subject leader knows what needs to be developed and is actioning plans to develop these. 'Big questions' of meaning and purpose are now established, where the depth of pupils' discussions is rising. More pupils are confident to disagree well. Pupils' knowledge of core religious concepts and Christianity as a living faith is growing, but not yet fully developed. They have a secure awareness of world faiths and views, recognising how beliefs shape actions. Assessment strategies are in place, but being refined so these can support pupils better. Leaders are enthusiastic, using the local RE hub to identify quality practice.

Information			
School	Aylburton Church of England Primary School	Inspection date	17 January 2023
URN	148211	VC/VA/Academy	Academy
Diocese/District	Gloucester	Pupils on roll	73
MAT/Federation	Severn Federation Academy Trust MAT		
Executive Headteacher	Emma Isaac		
Chair of Governors	Luke Collins		
Inspector	David Hatrey	No.	844