

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Minety CE Primary School			
Address	Sawyer's Hill, Minety, Malmesbury SN16 9QL		
Date of inspection	02 July 2019	Status of school	VC
Diocese / Methodist District	Bristol	URN	109225

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	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent

School context

Minety CE is a primary school with 143 pupil/students on roll. The majority of pupils are of white British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. There is a traveller site within the village. The school is a member of The Hobbes Alliance, an informal group of local, smaller church schools.

The school's Christian vision

We shine in everything that we learn and do. The SHINE vision is rooted in, 'Everyone who has been wise will shine as bright as the sky' (Daniel 12:3). Jesus' summary is our principle of life, 'Always treat others as you would like them to treat you' (Matthew 7:12).

Key findings

- The highly appropriate vision is inspiring for pupils and adults alike. It encourages very high aspiration and results in an extremely kind, nurturing and respectful school. The excellent religious education (RE) and collective worship are strongly influenced by and reinforce the vision.
- Leaders, including governors, are passionate about the school and about the flourishing of pupils and adults in it. Highly effective monitoring leads to continuous whole school improvements.
- The partnership with the church is mutually enriching. Staff and pupils greatly benefit from educational partnerships as they feel part of and contribute to larger communities.
- Pupil leaders are exceptionally proud to lead and are highly effective 'agents of change' on school, local, national and global issues. Pupil worship workers contribute to the excellent collective worship where pupils 'start with God and then move out into God's world.'
- The very rich curriculum and extra-curricular opportunities ensure pupils flourish academically, personally, socially and spiritually. Pupils and staff are encouraged to find their particular strengths as part of achieving 'fullness of life'. Pupils are less aware of the role of the Anglican church in the wider world.

Areas for development

- Develop pupils' awareness of the Anglican church across the world so that they deepen their understanding of communities different from their own.
- Develop pupils' awareness of the Eucharist so that they understand it as a living symbol of the meaning of Jesus for Christians today

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 inspirational headteacher and other leaders, including governors, set the tone for the school. The vision has been prayerfully crafted to reinforce hope and kindness. The impact is carefully monitored to ensure an emphasis on everyone achieving fullness of life. The associated values guarantee that daily practice in school is thoroughly reinforcing the vision. Improvement plans are imaginatively structured around the Church of England's educational vision. Governors monitor the Christian distinctiveness extremely rigorously with pupil and parent voice seen as essential.

The vibrant school vision draws its inspiration from the Bible and from the local night sky where there is little light pollution. 'Shine like stars' recognises the uniqueness of each individual and how each contributes to a wider community. Pupils enthuse about how this results in aspiration and hope. Staff form a very strong, cohesive team. Putting Jesus' teaching to 'treat others as you would like them to treat you' ensures that kindness, respect and love are at the heart of the school. The school is exceptionally harmonious.

Pupils developed words to explain SHINE and the school has accompanying Christian values to each word. Everybody 'sparkles' through finding their own strengths through the rich curriculum and by being generous with their own talents and abilities. 'Helping' one another is tangibly evident in the use of the friendship bench in the playground, the 'agree, build on or challenge' technique in pupil dialogue and the nominating of others for 'golden ticket' rewards in social time. Pupils give excellent service through the process of information gathering, building momentum and being 'agents of change' on local issues, such as the recycling of plastic and crisp packets. Pupils confidently articulate the wider implications of these seemingly small issues. This 'imagining' of a better world is fundamental to the school. Collective worship and RE fire the imagination of pupils and adults. The significance of the vision, the Bible and the Christian year is imaginatively reinforced through drama and the use of symbols to help explain words. Prayers are offered throughout the day with pupils appreciating and valuing them. The imaginative vision finds expression through pupil creativity. This is fostered through pupil-produced artwork and stimulating collages of stars and crosses which reinforce both uniqueness and community in God's eyes.

The highly effective 'nurturing' approach of the school leads to the flourishing of pupils and staff. Staff care deeply for pupils and pupils practise dignity and respect for each other. There have been no permanent or fixed-term exclusions in the past five years. Leaders use bold thinking and show their care by enabling traveller children to keep in touch with school through the purchase of ipads. Pupils consider Jesus' teachings and 'imagine' better behaviour in the rare instances of conflict resolution. Parents deeply appreciate the nurturing, proactive role of the headteacher with small groups. They also talk movingly of the impact of the vision on their children in and out of school. Staff feel deeply valued and understood by leaders. The hope and aspiration engendered by the vision is seen in a teacher being encouraged to follow her passion of promoting girls' involvement in technology, for which she subsequently received an Enthuse award.

Pupils aim to 'excel' at Minety. Wisdom is promoted by the vision and this results in a love of learning and in strong outcomes at all marker points in both attainment and progress. As a result of the vision pupils strive for excellence in all their activities. Pupils and staff develop an exceptionally high degree of inner confidence that will enable them to persevere and to flourish in the future. As one member of staff commented 'We all want to be the best we can be'. Spirituality is seen as key to mental health and wellbeing with recent staff training by a governor leading to an increase in Christian mindfulness techniques practised by pupils and staff. Pupils find very deep meaning in the spiritual gardens and prayer gems.

There is great energy in the school's partnerships. The school is the second home of the village church and the church makes an enormous impact on the life of the school. Church members are governors, lead worship and prayer workshops and reinforce the Christian distinctiveness of the school. A governor expertly led training for staff on spirituality. There is now an agreed definition of spirituality in each classroom and this is seen in pupils' topic work, in RE and collective worship. Minety is a key member of the Hobbes Alliance. Shared training and

resources and leadership opportunities help staff gain from and contribute to the wider community. The headteacher works closely with the local authority. She shares her expertise on inclusion as a sign of Christian commitment. The school greatly values its partnership with Bristol diocese and has benefitted from relevant training on current church school issues.

Pupil leadership is an impressive feature of the progress made since the last inspection. Pupil leaders are tangibly excited to be 'agents of change'. The school council ensures that all understand and abide by the school rules. It also acts as a filter for fund-raising and campaigning ideas such as Fair Trade which combines the desire for equality and justice with practical actions. Each class takes responsibility for their own campaigning. Pupils have written to MPs about plastic pollution, run a contest on the most creative ways to recycle and pressured parents to walk rather than to drive to school. One Year 6 pupil in RE was critical of the national target for greenhouse gases as 'it is not ambitious enough'. Pupil worship leaders are vital to the planning, delivery and monitoring of worship. They have revised the regular liturgy to ensure it is accessible to all. They have the insight and the confidence to remind visitors if they omit an agreed element of worship. They deliver engaging worship that reinforces the vision and values. Parents and staff speak movingly about how collective worship leads to deep questions and suggestions for action in class and at home. A parent commented, 'Leading worship has built my child's confidence and he now takes a lead in church as well'.

RE and collective worship are led outstandingly well with high levels of resources, visits and visitors. Pupils discuss the Bible texts of the vision with maturity and their work makes excellent links to other Biblical texts and principles. They are very respectful of religions other than Christianity. This is due to the good allocation of time given to their study and to the respect for equality engendered by the vision. Pupils are not so aware of the Anglican church across the world. Pupils can identify the derivation and importance of the Last Supper but are less aware of the meaning of the Eucharist to Christians today.

Headteacher	Sally Greaves
Inspector's name and number	Simon Stevens 953