

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Dunchurch Boughton Church of England Voluntary Aided Junior School

Dew Close, Dunchurch, Rugby, CV22 6NE

Current SIAMS inspection grade	Good
Diocese	Coventry
Previous SIAMS inspection grade	Good
Local authority	Warwickshire
Date of inspection	26 th January 2017
Date of last inspection	March 2012
Type of school and unique reference number	Voluntary Aided Junior 125703
Headteacher	Andy Wardle
Inspector's name and number	Rosemary Privett 321

School context

The school is a two form entry Junior School with 273 pupils on roll. They come from Dunchurch, surrounding villages and from Rugby. It is the sole beneficiary of the Dunchurch Boughton Endowed Trust. The majority of pupils come from economically advantaged homes. The percentage of pupils with a first language different from English is below the national average. The number of pupils with an educational health care statement is slightly above average. The percentage of pupils from ethnic minority groups is roughly a third of the national average. The parish is currently in an interregnum.

The distinctiveness and effectiveness of Dunchurch Boughton as a Church of England school are good

- The strong and shared vision of the headteacher and senior leaders for the best education for all 'within a Christian context'.
- Strong links with the parish church and wider community enable the school's distinctive Christian character to be shared widely.
- High quality compassionate relationships are underpinned by the school's Christian values.
- The rich curriculum strongly supports the development of the whole child in this church school.

Areas to improve

- Develop the classroom reflection areas so that they strongly support pupils' spiritual development by providing 'food for thought' and a space to think.
- Develop the visual environment of the hall to support pupils' understanding of the symbolism behind important Anglican traditions, such as the cycle of the church year.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The school's core Christian values of kindness, patience, forgiveness, honesty and peace are embedded across the whole school. They strongly underpin its distinctive character. Pupils are able to articulate the impact of the values on their attitudes and behaviour. A Year 5 pupil said, 'When I walk through the hall and see the value words, it is a reminder. I think about how I might show one of them that day.' Part of the school's vision is for everyone in the school community to be 'valued and successful'. Through the values of kindness, peace and forgiveness, this vision is lived out on a daily basis. They shine through the mutually supportive relationships between all members of the school community. They are central to the school's behaviour policy and the Peer Mediation scheme run by older pupils. They also underpin the work of the assistant head with responsibility for child protection. Through her dedication and commitment, strong and trusting relationships are developed with staff, pupils and their families. These build over time resulting in a safe and secure Christian learning community where pupils' wellbeing is of paramount importance. As a result, of this, attendance is very good and exclusions are rare. Supportive relationships are also central to the many and varied support mechanisms for groups of vulnerable pupils. The progress seen in both the academic achievement and behaviour of these pupils is a testimony to the quality of teaching, pastoral care and Christ-like compassion given to all. The school's values are also shared explicitly through worship, religious education (RE) and in the school's visual environment. Initiatives such as a recent art day strengthen relationships across year groups. They provide a channel through which pupils can engage with the school's core values in an exciting and practical way. Pupils also experience Christian values in action, through the school's considerable charity work and initiatives such as Holidays at Home. The curriculum is thoughtfully planned. Strong and effective links are made across subject boundaries. RE is sometimes the key driver for the curriculum and makes a good contribution to the school's Christian character. For example, themes on Pilgrimage, A Fair World and The Coventry Blitz, skillfully combine RE, literacy, history and cultural work. All these learning experiences enhance the distinctive character of the school and support pupils' moral, social and cultural development.

Pupils' spiritual development is well supported by collective worship, The Cru and Rock Solid clubs, RE and a 'windows, mirrors and doors' approach. This approach helps them reflect on experiences, think about what they mean to them and make a personal response. Although there are reflection areas in each classroom, their role in supporting pupils' spiritual development is currently underdeveloped. RE has a high profile. Work on faiths other than Christianity help pupils appreciate the importance of respecting the beliefs of others. Visits to a Hindu mandir in Rugby and a Sikh gurdwara, enable pupils to consider religious diversity in their local area. Through cross-curricular links between RE and other subjects, pupils are beginning to develop an understanding of Christianity as a worldwide religion.

The impact of collective worship on the school community is good

The daily act of worship holds a place of importance in the daily life of the school. Pupils enjoy it because themes are relevant and help them to make meaning. In this way it supports their spiritual development. Staff see worship as a family time, which gives them space to reflect, and 'sets you up for the day ahead!' Worship themes are carefully planned around the school's core values and the major festivals in the church year. Staff demonstrate their commitment to worship by leading regularly. The coordinator provides effective planning notes to support staff and ensure continuity of practice. Monday class worship sets the theme for the week. It gives time for pupils to engage with the theme in an age appropriate way. This often leads to engagement with issues in the wider world leading to involvement in the charitable work of the school. Worship in a variety of formats and settings helps pupils to recognise its value and respond positively. They particularly enjoy the weekly celebration assembly where the whole school gather to celebrate the achievement of individuals. Themes regularly explore biblical material and the life and teaching of Jesus so that pupils understand his importance to Christians. Singing assemblies allow pupils to explore the meaning and message contained in the hymns and songs they sing. Local clergy and members of the Youth for Christ team also support the worshipping life of the school. Their visits are welcomed and valued by all. This variety of leadership enables biblical messages to be shared in a way that engages pupils. A Year 5 pupil said, 'We learn about God and Jesus in fun and different ways.' Major Christian festivals are celebrated in the church and are well attended. Parents comment on their importance in the life of the school. Pupils are more involved in the leadership of worship through a worship group. This was established in response to an area for development in the last inspection. They meet regularly with the RE coordinator to plan and lead worship for the whole school. Monitoring by governors and the coordinator demonstrates that these occasions are enjoyed and valued by all members of the school community. The school prayer and Lord's Prayer are used regularly in worship so pupils are familiar with them. Prayers are also said at lunchtime. Worship also includes a time for reflection when pupils can stop and think quietly. Through the work of the weekly Cru and Rock Solid clubs pupils can share private prayers and reflections if they wish to do so. Pupils encounter the concept of The Trinity and the cycle of the church year in RE. However, the visual environment in worship does not help to broaden their understanding of these concepts and Anglican

traditions, which the school acknowledges. Due to this, they struggle to explain their significance in the worshipping life of the school.

The effectiveness of the religious education is good

Pupils enjoy RE and are able to articulate its importance in helping them to understand what people think and believe. Attainment across the school is good. Since the last inspection the profile of the subject has been raised and effective actions have been taken to raise standards. An example of this is the way in which the coordinator has introduced an effective assessment system. This tracks the attainment and progress of individual pupils at the end of each unit of work and informs future planning. It enables staff to challenge and support pupils appropriately. It also involves pupils in self-assessment so that they know what they need to do to improve. Effective monitoring by the coordinator and headteacher demonstrate that the quality of teaching is good. Monitoring includes work scrutiny, lesson observations and discussions with pupils. Where teaching is at its best, teachers facilitate discussion and reflection through skilled questioning. This is demonstrated when pupils reflect on their dramatic presentations of miracle stories. They are skilfully supported to discuss what these stories might tell them about the person of Jesus. The curriculum has also been reorganized. Units of work around key Christian festivals are now appropriately aligned with the calendar to ensure maximum relevance. As a result, pupils are developing an understanding of the meaning behind some of these festivals. They experience a good range of teaching and learning activities. Pupils particularly enjoy drama, role-play, debating and the use of art, saying 'They help us to learn new things in a fun way.' This is demonstrated when older pupils are given works of art, symbols and art materials to support their thinking process. This enables them to engage in mature discussions about what believers think God is like. Careful planning now includes focused questions, which ensure pupils explore big issues and develop a range of thinking skills. An increased emphasis on philosophical enquiry has supported this. When studying religions other than Christianity, pupils extend their understanding by engaging with visiting speakers and visiting places of worship. Pupils from faiths other than Christianity, appreciate the times when they can share aspects of their faith with their peers. Through attendance at diocesan training the RE coordinator keeps herself abreast of current developments in the teaching of the subject. These are shared with staff to ensure quality of provision

The effectiveness of the leadership and management of the school as a church school is good

The strong leadership of the headteacher and his senior leadership team ensures that Dunchurch promotes a distinctly Christian vision rooted in its core values. Expectations for the best possible education of all 'within a Christian context' are clearly expressed. Through their nurturing ethos, senior leaders, including governors, ensure that this is an effective school, which promotes the spiritual development, wellbeing and the high academic attainment of pupils. As a result, attainment at the end of Key Stage 2 is above national expectations in all core subjects. The headteacher and senior management team have a strong and mutually supportive working relationship. They also work closely with their feeder infant school to ensure the smooth transition of pupils into Year 3. Through their on-going professional dialogue and monitoring activities, they know the school well. Their evaluation of the overall effectiveness as a church school is accurate. Areas for development, drawn from what they observe and discuss, feed into the annual school improvement plan. The headteacher makes effective use of diocesan training to develop staff and governors. In response to an area for development from the last inspection, governors attended training on the SIAMS process. They now have a clearer understanding of their statutory responsibilities and have strengthened their practices. The revised monitoring programme demonstrates this. Through regular visits and discussions with coordinators, governors evaluate the school's overall effectiveness as well as its effectiveness as a church school. The information from these activities is shared, enabling them to offer appropriate levels of challenge and support. RE and collective worship are both well-led and meet statutory requirements. Coordinators ensure clear action plans are in place, which have improved provision. Through roles as peer mediators and school council members, pupils model the school's values and develop their leadership skills. Through building up a wide range of partnerships, the school sits at the heart of its community. Its participation in local events such as the annual outdoor nativity and Remembrance service, is greatly valued by the wider community. During the interregnum, strong links between the school, retired clergy, churchwardens and the Baptist minister have been successfully developed. This has ensured continuing support for the worshipping life of the school. Leaders ensure that money from the Boughton Endowed Trust is used effectively to enhance the Christian character of the school. Currently it funds the work of the Youth for Christ team who regular lead worship in school and run a weekly Christian club in school. These partnerships and activities enhance the school's distinctive character and enable its values to be shared widely.