

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Miserden Church of England Primary School

Address	Miserden, Stroud, Gloucestershire GL6 7JA		
Date of inspection	1 April 2019	Status of school	VA primary
Diocese	Gloucester	URN	115692

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
	The effectiveness of religious education (RE)	Grade	Good

School context

Miserden C of E primary is a voluntary aided school with 34 pupils on roll. The majority of pupils are of White British heritage. 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 also above national averages. The school went through a challenging period prior to the appointment of the acting headteacher who has been seconded and in post from September 2017. There has been a steady decline in pupil numbers since the last inspection.

The school's Christian vision

'Welcoming and serving all through discovery, enjoyment and nurture'
The school's vision has its roots based on the parable of the Good Samaritan 'Luke 10:25-29'

Key findings

- Leadership from the current acting headteacher is strong and displays a determination and drive to ensure that the school's vision becomes a reality.
- The needs of the children are paramount and the curriculum nurtures pupils' talents and aspirations.
- The governing body are now in a good place to move forward and are aware of the crucial role they play in embedding and monitoring the impact of the school's vision.
- There is a wonderful positivity and a sense of renewal and teamwork at Miserden, where staff, parents and governors show a commitment and enthusiasm to the further development of the school's Christian vision and associated values.
- The teaching of RE is good so children's religious literacy is well developed.

Areas for development

- Develop and skill governors to enable them to monitor the effectiveness of the Christian vision throughout the school, ensuring that it permeates all aspects of governance and strategic planning.
- Ensure that pupils gain a better understanding of Christianity as a living world faith.
- Extend the age range of pupils leading collective worship so that younger children contribute to this in order to enhance spiritual development across the school.

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

Miserden school has recently, with the involvement of all stakeholders, created its new Christian vision: 'Welcoming and serving all through discovery, enjoyment and nurture.' Although the vision is only in its early stages of development, it is evident that it is beginning to have an impact on the whole school ethos. Many parents and children talk about how welcome they feel at Miserden and as one child states, 'It's really easy to make new friends here, everyone's welcome.'

The reference of the good Samaritan parable has helped create a Christian narrative to this vision. Children are able to recall this story and associate it with the vision of serving and welcoming all. 'Everyone helps each other' is another child's comment. There is a very fresh and exciting sense of community, driven by the new vision, evident in supportive partnerships between the school, church and village. All are committed to taking this vision forward and embedding it further into school life. However, although self-evaluation has been in place it has been limited and lacked rigour. Governors cannot yet effectively demonstrate the impact of the school's Christian character on improving progress and achievement ensuring that all children flourish. Of late however, the school has a renewed impetus and is already planning to develop monitoring and evaluation systems in order to ensure that this takes place. This was a development point not fully addressed from the previous inspection.

Standards of attainment at Miserden have fluctuated considerably over the past three years. Small and differing cohorts make it difficult to ensure consistency of standards above national average and this has been a significant challenge for the school. However, the work that the acting headteacher has done in establishing good pupil progress tracking throughout the school is already having an impact, as both data and projected targets show an improving picture. Pupils who are disadvantaged and those with special educational needs and/or disabilities are very well supported and benefit from staff who are committed to inclusion and providing the best learning opportunities and experiences for all. Pupils, as the school vision states, thoroughly 'enjoy' all that the school offers. The wide and varied curriculum the school strives to provide is clearly creating opportunities for all pupils to flourish. As a result, this is beginning to have a positive impact on standards, as internal school data now shows.

The children were able to talk about some of the school's Christian values and how they have impacted on the way they behave and live. One child could explain how courage and perseverance had helped him finish a piece of writing he had previously given up on. Another child talked about how she recognised the importance and impact of forgiveness and was able to put this into action at school. Throughout the school Christian values are revisited in collective worship, religious education, cross curricular approaches to learning and in various displays, artefacts and symbols in the entrance area and school hall. Despite this, children found recalling the school's twelve values and associated Bible stories challenging. Moving forward, the school is now looking to develop a core set of values that the children and school community can more strongly identify with that will underpin and further strengthen the school's vision.

The way that the headteacher and governors of the school look after the mental health and wellbeing of staff, children and families is a strength. Staff in particular speak of the many ways they feel supported and appreciated and attribute this to the culture of the school's distinctive Christian vision. Parents talk about how the headteacher and school staff are always ready and never too busy to listen to a concern or problem however small. They express confidence in the school and the school's current governing body and feel well informed and supported. There is a strong sense of ownership of the school and a shared commitment to the development of its current vision.

The school's desire to nurture and treat each child as a unique individual, enabling them to explore their individual gifts and talents has led to the development of an effective curriculum, where children look forward to further discovery in their learning. As parents report, 'The children are happy and can't wait to get to school.' Attendance is good as a result and positive learning behaviours are evident throughout the school. Pupils are encouraged to engage in those important 'big questions' that explore wider world issues although it is an area in

need of further development already identified by the school.

Daily collective worship is fundamental to school life at Miserden. It is well planned and provides regular opportunities to better understand the school's visions and values. Pupils speak highly of its importance and frequently take part, helping to act out stories and answer questions. The year 6 pupils take active leadership roles in planning collective worship. However, pupils' experience in monitoring and evaluating worship is limited. Younger pupils do not have regular opportunities to support planning and leading aspects of worship. Pupils' awareness of the Christian belief of God the Father, Son and Holy Spirit is well developed, and prayer and reflection are key features of daily worship. They are also strong features in religious education (RE) lessons. Pupils would, however, like to have more opportunities to offer and create their own prayers to further develop their spirituality. Worship is enhanced by sessions led by the clergy and the 'Open the Book' team as well as end of term services that involve and engage the whole school community. However, the monitoring and evaluation of collective worship is informal and lacks regular feedback from pupils, staff and governors. Nevertheless, worship has a positive impact on everyone's spiritual growth.

Pupils enjoy a well planned religious education (RE) curriculum, which is rooted in religious and biblical texts through the use of the diocesan scheme of work and understanding Christianity resource. Teachers use effective questioning to deepen understanding developing pupil's spiritual, moral and cultural awareness. Children are at all times respectful of each other, supporting one another's learning in a clear, safe culture of trust. Children talk openly about how they can express their views confidently in RE lessons and how much they enjoy them. They are eager as their school vision states, to 'discover' more about the world around them and this has scope to develop further as there is an identified need for greater understanding of Christianity as a multicultural world faith. This has already been recognised by the school.



The effectiveness of RE is Good

Standards in RE are good. Teaching is strong and the lessons seen were well paced and challenging, meeting the needs of the children in mixed year groups. In the Key stage 2 class it was clear that with the use of the 'Understanding Christianity project', the teacher was able to develop religious literacy through excellent questioning. In the Key stage 1 class the teacher inspired the children to learn through creative practical opportunities. Work in books clearly shows progress over time and marking and feedback seen was of a good quality. Effective assessment is now in place and this along with a more comprehensive monitoring programme involving foundation governors ensures that the teaching and learning for all pupils continues to be good.

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