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National Society Statutory Inspection of Anglican and Methodist Schools Report

Enmore
Church of England
Primary School

This inspection was carried out on behalf of the Diocese of Bath & Wells in whose area the school is set, in accordance with Section 48 of the Education Act 2005. The inspection framework used is that established by The National Society of the Church of England for the denominational inspection of church schools for all dioceses in England and Wales.

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Enmore Church of England Primary School			
Address	Enmore, Bridgwater, Somerset, TA5 2DX		
Date of inspection	12 June 2019	Status of school	Academy
Diocese	Bath and Wells	URN	137437

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 Judgement	The impact of collective worship	Grade	Excellent

School context

Enmore Church of England is a primary school with 145 pupils 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 below national averages. The school converted to a stand-alone academy in September 2011. The school was one of the first Church of England schools to be opened in 1810.

The school's Christian vision

'Those who are taught here must go out and teach others'

This is underpinned by John 13:15: 'I have set you an example that you should do as I have done for you.'

Key findings

- The school has developed a distinctive Christian vision rooted in its local context. This vision is threaded through all aspects of school life and is well understood by governors, staff and pupils.
- The school is a highly inclusive, welcoming, and thriving community where both adults and pupils flourish. The vision is modelled by both adults and children leading to exceptionally strong relationships.
- Opportunities for spirituality are embedded throughout the well-crafted curriculum. Children speak with a high degree of maturity about big questions in life and the value of prayer and reflection.
- Collective worship makes a transformational difference to the life of the school. Pupils make clear links between values and their own attitudes to learning and each other. However, the Foundation committee does not yet monitor spiritual development and social action across the school.
- Religious Education (RE) is ambitious and well-taught. Pupils show a high degree of understanding of the value of faith in modern Britain and display a thoughtful and respectful attitude to others.

Areas for development

- Broaden the scope of the governors' foundation committee in order for it to effectively monitor spiritual development and social action across the school, and ensure this is fed into the overall school monitoring cycle.
- Continue to develop links with other schools so that pupils may develop their support for others who are less advantaged locally and globally.

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

Since the last inspection, the school has developed a distinctive vision: 'those who are taught here must go out and teach others'. The vision is rooted in the school's historical foundation as one of the oldest Church schools in the country. The impact of the vision is that governors, staff and pupils all have an extremely sophisticated understanding of what it means to be a church school. For example, pupils explain the biblical roots of the vision as being from Jesus washing the disciples' feet. Further, they connect this story with how they should act towards each other. One pupil said, 'no matter how important you are, you can do jobs for others.' There is a strong culture of self evaluation. Governors know the school well and are clear about how to maintain its ethos.

The school's distinctive vision is threaded through its whole approach to learning. The 'mastery' approach encourages children to set an example to others and teach another when they are confident with a concept. This approach contributes to the fact that academic progress is significantly above average for all pupils when they leave key stage 2. Pupils enthusiastically describe how their peers have helped them to develop in their learning, and how they help others in turn. The curriculum followed by the school enables progressively deeper opportunities to engage with big questions. Year 5 pupils linked their learning about star formation to ask whether the universe has an end, and the role of God in creation. Teachers plan lessons to allow for pupils to ask spontaneous questions which are then discussed in depth. For example, in a Year 2 RE lesson, the question 'how big is God?' framed a discussion originating with a pupil. School leaders have put considerable effort into developing their curriculum to give opportunities for lively debate and engagement with the real world. As a result, pupils' behaviour is excellent; they show passionate interest in their learning and listen to each other with great respect. The school provides a safe space within which to learn. Parents have absolute confidence in the school leadership and describe how the Christian vision and values have made a real difference to their children. They comment on how their children 'love to come to school', and how 'you can always tell an Enmore child'.

Since the last inspection, the school has revised its approach to values. The impact of this is that pupils have a very clear understanding of how values can help them in life and make frequent links between them and the work they do in school. For example, a pupil described how the value of 'endurance' had supported them to keep going when they found an aspect of fractions difficult. The relationship between the school and church has remained close and continued to develop since the last inspection, and a change of Rector. The work of the governors' foundation committee, established since the last inspection, has been instrumental in developing a suite of activities which enable pupils to reflect on the values and look outwards to the world and others. The 'amazing values' days have evolved as governors listened to children's feedback about what they liked. Committee members, including the Rector, regularly come into school to talk to pupils about worship and evaluate its impact. However, the committee does not yet monitor the whole school approach to spirituality.

The school lives its vision through its clear sense of itself as a welcoming and inclusive community. The school targets interventions swiftly and successfully to ensure pupils are not left behind. Parents speak of the sense of nurture and directly attribute this to the vision and values of the school. Moreover, they describe the transformational impact of collective worship on their children's confidence to speak publicly and to discern their own gifts. Pupils hold each other in high regard, and talk eloquently about the importance of forgiving each other when things go wrong. A pupil described loyalty as not walking away from those that need help. He made mature links to the story of Peter denying Christ. Pupils show a highly developed sense of global issues; the impact is shown in the school councils' decision to twin their toilets with those in Zambia – part of a developing link with another school. Staff are valued highly, and as a result, speak of a culture where they are helped to be the best they can be. Recognising their vision calls for them to 'teach others', the headteacher and governors are open to requests for staff development. The deputy head has been trained as the only lead specialist in attachment disorder in the county. The impact of this is a high priority on mental wellbeing and flexible support offered to all pupils. In addition, her skills are utilised locally. Further, governors have allowed the headteacher to support other local schools which has seen improvements in their educational standards as a result.

Collective worship is seen by all as central to the life of the school. Since the last inspection, the school has invested in a bespoke altar which enables a sense of reverence. Pupils take a considerable lead in collective

worship: from lighting candles and saying the bidding prayer, to actually leading services. They are able to make clear links to the schools' values, such as a recent worship led by pupils about the work of the Royal Society for the Prevention of Cruelty to Animals linked to hope for the future. Prayer is an integral part of life at the school, and is highly valued. A pupil commented that moments of reflection are good because 'they calm you down and make you feel better'. Pupils feel the many opportunities for stillness give them a chance to draw closer to God and to each other. RE has a high priority in the school, and the deputy head has, in partnership with the Diocese, developed an innovative approach to assessment. In an ambitious lesson about Islam, year six pupils made connections between the Qur'an and hadith as sources of wisdom. Recognising their relatively low diversity, other faiths are given a high priority. Families of other faiths are welcomed, and often share their faith with pupils. Both parents and pupils are clear that the Christian ethos of the school is invitational, and that it is a place which welcomes those of all faiths and none.

Headteacher	Duncan MacRae
Inspector's name and number	Adam Robertson 943