

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Chapmanslade Church of England Voluntary Aided Primary School

Vision

Love your neighbour as yourself' Luke 10:25-37

Pupils aim to show love to their neighbour through demonstrating compassion, service, courage and trust.

Our school is an inclusive place where every member of our school community shows compassion and service, looking out for each other. We recognise all of our pupils as individuals, celebrating their strengths and differences. We aim to give courage to our pupils to achieve their full potential, experience personal successes and thrive in all that they do. We focus on relationships and building trust; modelling this to our wonderful young learners.

Strengths

- Pupils and adults are passionate advocates of their neighbour, whether that is in their class, their village or a refugee camp in Sudan. The impact of this vision is profound and life enhancing.
- The school's shared approach to spirituality is understood clearly. This means that pupils ponder big questions as they encounter them in their daily life.
- The vision and accompanying values are used by leaders to create a community of trust. Pupils and adults celebrate the achievements of each other and flourish as a consequence.
- There is a clear understanding of the radical hospitality of the 'Good Samaritan'. This leads to an inclusive school community in which pupils are equipped to take responsibility for their choices.
- Leaders have developed a rigorous and challenging religion and worldviews curriculum. It leads to pupils developing exceptional levels of disciplinary knowledge in their time at school.

Development Points

- Extend access to collective worship so that all members of staff can take part and, as a result, benefit spiritually.



Inspection Findings

The 150th birthday of Chapmanslade school was used as a time to reflect on the past and to look to the future. The Christian vision that was developed as a result reflects the life and aspirations of the school. In the two years since the vision was developed, it has become the school's driving force. It roots the decisions of leaders and staff as they seek to be 'good neighbours' to the village, the local area and the wider world. They use knowledge of Jesus's story to help them understand that it is not always easy to be a good neighbour, but it is the right thing to do. For example, extensive input into the local traffic management plan strengthened relationships between the school and its village. The school's core values of compassion, service, courage and trust are faithful to the vision. For example, pupils confidently explain how the hero of the Good Samaritan story had to show courage as he helped the injured man.

In Chapmanslade school pupils do not have learning partners, they have learning 'neighbours'. This approach is fundamental to the implementation of the curriculum. It means that pupils can see the relevance of the vision in their day to day lives. Leaders have taken time to craft a curriculum that works for pupils and prepares them for the next stage of their journey. A clear and well understood approach to spirituality means that in all subjects pupils are given opportunities to ponder. As one pupil rightly said 'Chapmanslade is a place of kindness and wonder'. Leaders make sure that pupils with special educational needs and disability (SEND) are able to join in with learning alongside their classmates. Pupils understand that individuals may need adjustments in lessons to help them learn. Extra-curricular opportunities are similarly inclusive, and all pupils can represent the school in sporting competitions. The choice of residential options is made so that all pupils can take part and benefit.

Collective worship takes place at the start of each afternoon. Pupils and teachers value this chance to 'take a breath' and be calm together. Leaders in school work with local retired clergy and members of the parish church to build a worship plan. This includes dramatic retelling of Bible stories, songs, prayer, class worship and times for reflection. This enables worship to be joined to the wider Anglican tradition and brings them to the heart of the local worshipping community. Pupils delight in discussing the impact that worship has on them. Teachers rightly identify the joy of being together with their pupils as they explore different aspects of school life. At present there are very limited opportunities for teaching assistants to take part in collective worship. This means that they do not benefit as much as they could from these opportunities for spiritual flourishing. Pupils are enthusiastic contributors to the design and leadership of worship. These opportunities are fully inclusive. For example, the lunchtime club to develop a liturgical dance included the use of British sign language. Reflection areas in classrooms are well used and cared for. Regular events in the local parish church are extremely important to parents, pupils and staff. The relationship with the local parish is warm and neighbourly. Highly committed volunteers work closely with school leaders to create a welcoming space for school events.

Compassionate and trusting relationships are built at Chapmanslade school. These extend throughout the school and wider community and mean that pupils and staff flourish. Each day senior staff greet and say goodbye to pupils at the school gate. They model positive and affirming behaviours and inspire the trust of pupils and their parents and carers. The development of the whole school approach to behaviour was made alongside the vision. As a result, the policies and practice are aligned and effective. Affirming messages around the school inspire the pupils and staff to work as a team. Staff are valued and respected and enjoy working as part of a community. They feel confident to share the joys and challenges of their full self. The 'forgot your lunch stash' and 'emergency' chocolate bar in the staff room are popular signs of support from leaders to staff.

The vision to be a good neighbour is radically inclusive. This means that pupils and adults know that they have responsibilities to each other and the wider community. The 'buddy' system means that children have partners from other year groups that they sit with in collective worship. However, the relationships do not stop there.



Pupils are role models and buddies on the playground where all years play together joyfully. Using the example of a local woman, Clara Grant, pupils are taught about ways of taking small steps of action that have impact. Work by pupils with a local building project led to a range of bug hotels and other nature friendly features on the housing development. Alongside the local, the school chooses to promote being a neighbour in the global community. This is most evident in the long-term support of education in Sudan as part of the link with the Diocese of Salisbury. As a result of this work pupils know that their choices have consequences. They reflect thoughtfully on why in the story of the Good Samaritan, some people made poor choices.

Leaders ensure religious education (RE) is central to the curriculum in the subject they call religion and worldviews. The impact of this programme of study is exceptional. Right from the start of Reception pupils are immersed in well planned lessons that build high levels of knowledge over time. This means that when pupils leave the school they have a clear understanding of the chosen faiths and worldviews. Expectations of all pupils, including those with SEND, are very high. Pupils are proud to meet these. They remember learning from earlier years and make links to new learning. Teachers assess the progress of pupils through the curriculum and use this information to plan the next steps in their learning. A key example of this, is how careful analysis of whole school assessment data shapes the annual 'journey day'. Pupils move between a carousel of activities to deepen their understanding of a range of faiths and world views including Christianity. Pupils are enthusiastic as they remember their meetings with a Buddhist and opportunities to explore what baptism means in the Christian faith. Expert teaching inspires pupils to ask questions of their beliefs and those of others and to listen carefully to the answers. The use of visual clues helps pupils to understand the 'lens' they are using to understand key elements of religions or worldviews. These lenses are: 'glasses' of a theologian; the 'laboratory coat' of a human social scientist and the 'hat' of a philosopher. They are powerful tools that are skilfully deployed. The impact is clear; pupils know and understand everybody has a viewpoint based on their life experiences. As one pupil rightly said 'no one stands nowhere'. Leaders explain how the vision of the school is vital to this '...if you don't understand your neighbour's viewpoint, how can you try to love them?'

Information

Address	High Street, Chapmanslade, Westbury, Wiltshire BA13 4AN		
Date	4 th October 2024	URN	126396
Type of school	VA Primary	No. of pupils	100
Diocese/District	Salisbury		
Headteacher	Robert Cottrell		
Chair of Governors	Minnie House		
Inspector	Lizzie Jeanes		