



Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Self-Evaluation of Anglican and Methodist Schools

***The Statutory Inspection of Anglican and Methodist Schools
Self-Evaluation***

SCHOOL CONTEXT

Name of school: Salway Ash CE VA Primary School

URN: 113809

Date of the last Section 48 inspection: 15.11.12

Salway Ash CEVA Primary School is a small rural primary school, operating in a mixed catchment area. We have 118 children on roll in September 2017. Indices of social deprivation are comparatively low but there are pockets of significant deprivation. We have an excellent reputation within the local community and have five cohorts over our Admission Number of 15; this is due to successful appeals. 6% of the pupils are in receipt of FSM. 14% of the school is on the SEND register many of whom have been formally assessed and identified as having specific needs.

Attainment on entry tends to be 'broadly' average, however, this varies hugely from cohort to cohort. Children join us from a variety of pre-school settings. There are a low percentage of pupils from minority ethnic groups. Foundation Stage places were in demand with 33 families placing us as first or second choice for 2017-18 before the official closing date. This confirms that the school continues to be extremely popular with parents from within and outside catchment due to its reputation. There is a low mobility rate.

Salway Ash, as a Voluntary Aided Church of England school, has excellent and active links with the local village church, Beaminster Church Team and Local Parish Council. Members of Salway Ash and Netherbury church are represented on the governing body and as volunteers in school. The church in Salway Ash regularly host Experience events for the school and support school services. The PCC's of both Netherbury and Salway Ash have attended Collective Worship. There is a collaboration with the school across fundraising events eg Open Gardens in Netherbury and Salway Ash Village Fete and both Netherbury and Salway Ash regularly pray for the school in the weekly prayer meetings. The churches also fund bibles for Year 6 leavers.

In February 2017 we received a letter from Rt. Hon. Nick Gibb MP congratulating us on being in the top 1% of primary schools in England for achievement in reading. We also received a letter from Dorset Education Advisory Service confirming that the school continues to

perform consistently well and that we deliver a high standard of education to all pupils.

We have an excellent reputation for the quality of our work with children with specific learning needs and we are very proud of the progress these children make whilst with us. We believe every pupil deserves the very best experience in school in order to ensure they achieve their full potential.

Since the last inspection in November 2012 some of the key changes have been:

- Awarded 'Green Flag' July 2017.
- From 13/14 to 16/17 (4 consecutive years) we have been awarded the Gold standard for PE and Sport from 'School Games'.
- Foundation Stage/ Year 1 classroom extended and new KS1 classroom built in October 2015. Due to this extension a new library area was created.
- Retirement of experienced RE and Worship co-ordinator in July 2014. Responsibilities shared between the deputy head teacher and the head teacher with support from the staff team, Salisbury Diocese, the Foundation Governors, local church and parish members and Rev. Jo Neary.
- The young teacher appointed following the retirement of the RE and Worship co-ordinator taught for two years in school and then took a year unpaid leave (granted by the school governors) to teach in a school in India. She has returned (Sept. 2017) and will continue to strengthen links between the two schools and its pupils.
- Appointed a very good teacher in Foundation Stage/ KS1 class- completed NQT year July 2016.
- Over the last four years we have facilitated a number of young people/students in the pursuit of their careers. This has ranged from yearlong apprenticeships and placements, to day releases from university over a year to two weeks during Teach First teaching courses. We have also had many students completing their two weeks work experience from local secondary schools.
- Rev. Jo Neary and The Beaminster Team have worked closely with school to increase the range of opportunities to encourage regular Worship attendance by our families. Initiatives have included: monthly all age worship at both Salway Ash and Netherbury churches including a new open table all age Eucharist at Salway Ash. Breakfast@10, Messy Church and October holiday activities in Beaminster are attended by members of Salway Ash school, the church hosts regular "Experience" events, Year 6 children are invited to participate in confirmation

preparation and children from Salway Ash were confirmed in September 2016 and are preparing for November 2017.

- Our Friday morning Celebration Worship continues to be extremely popular and are very well attended by parents, grandparents and ex-pupils.

The school was graded as Good with Outstanding features in our last OFSTED inspection (Sept. 2013) with the extent of our pupils' spiritual, moral, social and cultural development highlighted as one of several key strengths. Behaviour and safety of pupils was graded as Outstanding with statements such as: 'Pupils are exceptionally keen to learn', 'Pupils enjoy school and take pride in their achievements', 'High-quality relationships ensure that pupils feel safe and well looked after', 'The school provides very well for pupils' personal development'.

We have been consistently graded as at least 'Good' in all areas by our LA SEP.

SIAS Inspection Nov. 2012 Key Action resulted in more active participation in acts of Worship by our pupils-leading assemblies, guiding our youngest pupils, leading responses, writing prayers and managing ICT. Christian values are embedded in the ethos of the school and understood by pupils. The monitoring and evaluation of Worship has grown to include a wider base including pupils, teachers, governors and parents. Each classroom now has a dedicated 'reflection' area. The Foundation Governors led by Rev. Jo have spent time reflecting on their role as foundation governors, have led the governing body through the values and vision statement, have been increasingly involved in monitoring and evaluating collective worship and now meet regularly together outside full governing body meetings.

THE VISION AND VALUES OF THE SCHOOL

'Let our light shine as we achieve together'

Just as Jesus proclaimed himself to be the Light of the world so we hope that the light of God's love shines throughout our school in all that we do and seek to achieve.

Our Christian values of Love, Hope, Peace, Endurance, Forgiveness, Humility, Compassion and Justice create an ethos within the school where all children are valued equally, we work together as a team and all seek to achieve pupil's full potential. Our values and vision statement are explored in the context of biblical stories so we can root our values in biblical precedents.

Our values are explored through our work in collective worship, throughout the curriculum and in the standards of behaviour we expect and the pastoral care that we deliver. We love as God loves, we share the hope of Christ with others, our school is peaceful and we seek to be peacemakers, we encourage endurance and never give up, we are forgiven through the cross of Christ and we forgive one another as God forgives us.

We celebrate our achievements and give thanks for the many good things we receive.

We take care of one another and look after God's creation.

We believe passionately that everyone deserves the best experience and we seek to address inequality wherever it may be found.

We live out these values day by day within our school community and by doing so we seek to impact both the local and wider community.

SUMMARY

Let our light shine as we achieve together.

Salway Ash School values every child, just as God values us, and helps build self-confidence, self-worth and self-esteem to enable all to achieve. We are a strong community where everyone is valued and contributes. Jesus said we are the light of the world (Matthew 5:14). The life of our school impacts our village and beyond as we seek to shine as God's light.

Date: September 2017

PROGRESS IN ADDRESSING THE FOCUS FOR DEVELOPMENT IN THE PREVIOUS INSPECTION

Focus for development 1: To develop planning, monitoring and evaluation of Collective Worship to include an evidence base, and to include all stakeholders.

(Relates to core question 2)

Action taken	Impact
To have clear plans for Collective Worship which follow a logical path throughout a term. Broaden the evidence base of evaluation and monitoring to include pupils.	Collective Worship has become more accessible to all pupils due to its clear progression path, weekly and termly. Pupils feel more 'ownership' of Collective Worship due to their increased participation and inclusion in the evaluation process.

Focus for development 2: To continue to develop Religious Education assessment to include an evidence portfolio, to inform future planning
(Relates to core question 3)

Action taken	Impact
To continue to develop a manageable and meaningful assessment system in order to inform future planning.	Using the 'Understanding Christianity' approach and 'Discovery RE', staff are assessing pupil progress and attainment and this has aided future planning. This focus is on-going.

CORE QUESTION: How well does the school, through its distinctive Christian character, meet the needs of all learners?

SCHOOL SELF EVALUATION: Outstanding

School evidence based on pupil outcomes:

Reasons for the grade (impact and provision)

O. Distinctively Christian values are made explicit and are deeply embedded in the daily life of the school. All members of the school community articulate the distinctively Christian characteristics of the school's values and the significant impact they have on the daily lives and achievements of learners.

- The school promotes the achievement of all groups through first planning well considered and well-pitched learning taking into consideration prior learning and desired outcome. Daily learning is planned and enriched by a range of opportunities that engage and bring the learning to life. Regular formative and summative assessment, planning for different needs, analysis of performance that identifies pupil outcomes for specific pupil groups and individuals and action planning and intervention when necessary, ensures that every child has the chance to succeed.
- The school's policies on personal development such as inclusion and equality are all rooted in Christian values. The school provides extremely well for the differing needs, abilities and interests of pupils. Data indicates that the children with special educational needs and other vulnerable groups such as the Pupil Premium children perform well. Our wide range of intervention sessions ensures that the children are able to access the curriculum and succeed academically as well as allowing them to grow and develop greater emotional resilience.
- Pupils and parents speak of the school as being welcoming and secure with a very Christian ethos. Our pupils feel that their views are listened to, that they are cared for and that their contributions are valued. In December 2016 a 100% of responding parents agreed that 'The school is a good Church School and is a caring institution based on clear Christian Values'.

O. The school's Christian character has a high profile and clearly shapes its approach to issues of attendance and pupil exclusion for all groups of learners.

- The head teacher and governors deal compassionately with all attendance issues and pride themselves on maintaining a positive and trusting relationship with all families even in exceptional circumstances. This approach is replicated when working with behaviour related concerns and we are very proud once again of our relationships with our more troubled families who know that they will be treated with fairness and respect in all situations. No children have ever been excluded. Our

attendance record has consistently been above national average and has risen consistently year on year since 2012.

G. The school has a clear definition of spirituality that is understood by most adults. Experiences are identified in the curriculum, which provide opportunities for learners to explore spirituality. Learners respond well and are developing the ability to express their thoughts clearly and with confidence.

- Schemes of work identify opportunities for pupils to explore other cultures, beliefs and practices. Children are given many opportunities to experience and develop across the four areas of spirituality including at the transformational level. An example of this was the excellent work during 2016-2017 leading towards achieving the 'Green Flag' award. Pupils at Salway Ash appreciate and respond to the wonder and beauty of God's creation, including the natural world and the arts especially during Art events and clubs, residential journeys and numerous visits and visitors to school. Reverend Jo Neary focused on the 'beyond' element of Spirituality during the staff INSET in September 2017.

O. The Christian character and values of the school have a significant impact on the spiritual, moral, social and cultural development of all learners.

- Our pupils speak positively about their achievements, their personal strengths and the way that the school supports them through regular celebration, affirmation and provision of opportunities to develop skills and talents across all areas of the curriculum and beyond. Formal questionnaires as well as informal discussions with pupils by teachers, TAs, visitors and governors provide clear evidence of a positive pupil voice on what Salway Ash offers them.
- The school promotes health and well-being through teaching about relationships, safe practice, healthy eating and spiritual health resulting in pupils speaking maturely about these areas and their importance.
- It is clear that our pupils believe that our school is very good at nurturing their spiritual, moral, social and cultural development which features within the aims of the school and is explicitly related to Christian values. The school promotes clearly defined Christian, spiritual, moral and social values both within the curriculum, collective worship and other activities such as extensive community involvement and charity work in the local area and beyond. Pupils certainly show concern for local, national and global issues and are proactive in supporting numerous charities and community projects including SCOPE and Christian Aid.
- 97% of parents agreed that they felt able to enjoy and participate in the Christian ethos of the school.

O. The behaviour of learners is of the highest standard and relationships between all members of the school community are consistently attributed to the Christian character and values of the school.

- The school values achievement across all areas of the curriculum and school life supports this constantly through a positive approach to behaviour management including reward systems and weekly celebration worships which are very well attended by parents
- Our pupils are able to explain notions of right and wrong and 'Rights and responsibilities'. They can discuss reasons for and consequences of behaviour, individually or in contexts such as shared moments in collective worship, circle time and RE. The children's thought-provoking responses and reasoning are regularly based upon Christian teaching
- Behaviour can out as a key strength in the 2017 parent questionnaire. Pupils also confirmed during the governor's questionnaire in 2016 that there is a feeling of justice, with everyone treated the same.
- Pupils and staff speak of disagreement and conflict being dealt with fairly and compassionately based on Christian principles of forgiveness, reconciliation and a fresh start.

O. Learners are fully aware that Christianity is a multi-cultural world faith. They have a high degree of understanding and respect for diversity and difference both within the church and in other faith communities.

- We are extremely proud of the behaviour of the vast majority of our pupils. Our children work collaboratively and co-operatively in learning situations on a daily basis. They consistently show sympathy and support for those in difficulty. The pupils understand the school's process for raising issues through the School Council and class discussions and they know that the pupil voice can make a positive contribution to change.

O. Learners are excited and challenged by religious education. It makes a significant contribution to learners' spiritual, moral, social and cultural development and plays a major role in determining the Christian character of the school.

- The school proclaims its Christian status visually through displays and symbols throughout the school. Work done in RE is given prominence in displays both in the classroom and in the main hall. Our pupils can explain and discuss their work and the displays in the context of what is distinctive about belonging to Salway Ash as a Church of England school.

Key Strengths

- Progress and achievement across the curriculum and in personal, social and spiritual development
- Distinctive Christian values which are explicit and embedded in the daily life of the school
- The school ethos and nurture of all

- A curriculum that is planned and enriched to allow for the development and exploration of Christian values
- The celebration of Christian distinctiveness throughout the school
- The level of trust and willingness to share feelings, even in an exploratory way in whole school collective worship, in groups or on a one to one basis
- The respect demonstrated by pupils for each other
- The mutual care and support demonstrated by children and adults towards each other and towards those who find learning more challenging
- The links with the local church and the school's desire to contribute to Church life
- The strength of support from Reverend Jo Neary, Salway Ash Church members and The Beaminster Team.
- The children's understanding of their rights and responsibilities in a multi-faith global society
- The children's understanding that they can make a difference be it locally, nationally or globally.

Development points

- Continue to explore the development of the distinctive Christian character of Salway Ash CEVA Primary School

CORE QUESTION: What is the impact of collective worship on the school community?

SCHOOL SELF EVALUATION: Outstanding

School evidence based on pupil outcomes:

Reasons for the grade (impact and provision)

G. Members of the school community see the importance of worship in the life of the school and are able to talk about what it means to them.

- Children respond to collective worship by listening, willingly responding and participating enthusiastically in song, prayer and reflection showing enjoyment and due reverence.
- The children contribute to worship through readings, drama, prayers, music, and pupil led worship.
- Adults attend and participate in collective worship and speak positively about the experience understanding its value and encouraging pupils to appreciate its value too.
- Many parents, grandparents and ex pupils join us on a Friday morning for our weekly celebration worships which are a really positive end to a busy school week.
- The school documentation including the prospectus, mission

statement and collective worship file indicates the centrality of worship in the life of our school. There is a daily act of worship for all children and this is overtly Christian through the use of Christian symbols, themes, music, prayer and bible readings.

G. Learners recognise the value of worship, respond positively and participate willingly. There is evidence of the impact of collective worship on all aspects of school life including attitudes, behaviour and relationships.

- Children reflect on collective worship themes and link these to references in the bible. They then discuss how these impact on behavior and attitudes in and around school. Through evaluating worship children can articulate how scripture applies to them in their everyday life. They see God at work in their lives and Christian values are applicable to their day to day experience.

O. Collective worship regularly includes Biblical material and Christian teaching and learners are able to relate this to the school's core values and their own lives.

- Children regularly reflect on collective worship themes and link these to stories from the bible. They then discuss how these values and stories impact on behavior and attitudes in and around school.

O. Learners can identify clearly the distinctive features of different Christian traditions in worship particularly local Anglican practice, the seasons of the Church's year and Christian festivals.

- Nativities, Christmas carols, Harvests, Easters, Mothering Sundays and Leavers Services regularly involve children leading parts of the worship in our local churches. Such services often follow a whole school focus on these aspects of the church and the school year and evidence has shown that following such focused work, most pupils are then able to explain the significance of each event.
- Colours of the church's liturgical year are referenced in collective worship with appropriate colour clothes and ribbons.

O. Themes raise aspirations, inspire a high level of spiritual and moral reflection and challenge learners to take responsibility for their own conduct and charitable social actions expressed in Christian terms.

- Pupils take on the initiative and responsibility of organizing activities and raising money for their own chosen charities and discuss the outcomes in the collective worship setting.
- They are able to articulate how their own decision making or behavior might change having explored bible stories or a particular Christian value
- Discussion flows about wider society and where we might make an impact in the widest sense e.g. modelling behavior, becoming more informed, changing lifestyle choices, focusing on a particular

career.

G. Learners understand the purpose of prayer and reflection in both formal and informal contexts. Many make use of prayer in their own lives and regularly contribute relevant and appropriate prayers to school worship.

- The school provides opportunity for prayer and reflection in collective worship and at other times throughout the week. Our pupils engage in prayer in collective worship before lunch and at other points in the day. We are developing our regular use of prayers written by children in collective worship to reflect their genuine concern for individuals and for wider local, national and global situations. The school parishes have active children's and youth work that some of the children attend on a regular basis.
- Our pupils are introduced to, use and understand a variety of prayers including The Lord's Prayer, the School Creed and Christian affirmations.
- Opportunities are provided for prayer during almost all worships. Prayers are also said before each lunch sitting and at the start of all governors' meetings
- For the last two years the local church community have offered a Prayer Space in school linked to the international prayer initiative "Thy Kingdom Come" which has given new and creative experiences of praying.

O. Collective worship has a strong focus on the person of Jesus Christ and learners understand the central position he occupies in the Christian faith.

Collective worship has a strong focus on God as Father, Son and Holy Spirit. Learners recognise this and talk about it with an impressive degree of understanding.

Learners are confident in planning and leading acts of worship, whether prepared beforehand or spontaneous, and have frequent opportunities to do so.

- Having been involved in collective worship in many effective ways, our action plan for 2016/17 for our pupils is for them to be supported in planning and leading effective whole school and class based collective worship. From October 2016 our school vicar has worked with groups of Year 4, 5 and 6 children to enable them to reflect on elements of whole school collective worship based on the ongoing cycle of themes.
- Children are beginning to be able to plan and lead their own acts of collective worship both at class and whole school level. They already have extensive experience of preparing for festival worship e.g. prayers at Harvest, theological reflection on the Easter story, exploring a bible story through art, discussion, writing etc. for Harvest worship.

G. Staff and clergy are regularly involved in planning the collective worship programme and leading collective worship programme and leading worship in a range of settings, with some involvement of other Christian traditions.

- The involvement of Reverend Jo in leading collective worship on a weekly basis is critical to the success of our church school distinctiveness. Staff and pupils use their expertise to enrich learning and to bring it to life. Christian Festivals are often celebrated in our local church, to which the whole school community is invited.
- Teaching and support staff are involved in acts of worship. Daily worship is very well planned across the year using a collective worship cycle of themes. A summary file is kept of children's collective worship experiences and responses.
- The planning cycle used for worship is high quality and it enables those leading worship to have the opportunity to extend and strengthen their personal approaches.

G. Regular monitoring and evaluation identifies where improvement is needed and often informs development planning.

- There are planned opportunities for evaluating the quality and impact of worship including through the School Council, questionnaires to parents, discussion groups with Foundation Governors and surveys of the children by the Foundation Governors.
- We have recently introduced a more targeted feedback which has been used in small groups, whole classes and with staff and foundation governors. This has led to a good understanding that Collective worship is making an impact on behaviour and attitudes in school because the children tell us! Year six pupils say:
'Focusing on Christian Values has meant that children are more forgiving and there is more positivity in school, children seem to be coping better'.
'Children say sorry quicker and are more sincere about it'.
'Children are generally kinder and respect people's feelings more and try to think more about it'.
'Children help each other more at playtime and are more compassionate. They forgive each other and have closer relationships. There is less arguing, people are less argumentative'.
- Importance is given to engaging with the Understanding Christianity Project and developing the school distinctive Christian Values in the 2016/2017 School Development Plan(Continuing in the 2017/2018 SDP). Improvements are made as a result of the feedback and monitoring undertaken by the pupils, staff and foundation governors:
Talking pairs encourage participation.
Request for more participation/acting in Collective Worship.
Children like concrete examples to link with stories as this helps with their understanding, e.g. drama around a real life situation linked well into a story about forgiveness.
Children value being asked what they think.

Key Strengths

- Children are positive about collective worship, respond in a reflective way and take ideas and thoughts from it into their wider life. (Spring 2017 questionnaires)
- Where appropriate, reflection time allows follow up from content of acts of collective worship and allows children to consider how the theme impacts on their lives, the lives of others and links with the Bible
- Distinctly Christian aspects of worship evident in whole school worships, class worships and services in the local churches
- Leadership of collective worship is strong with staff feeling supported by high quality planning in leading effective collective worship
- Involvement of our team vicar as collective worship governor working with the collective worship leader to develop excellent practice.
- Exciting and engaging ways into collective worship demonstrated each week in school
- When planning and leading collective worship the planning regularly includes references to God and always concludes with reflective and appropriate prayer.
- Imaginative religious based activity days

Development points

- Aim to continue to involve children regularly in planning and leading worship
- Evaluations of Collective Worship to involve pupils, governors and parents rather than just staff
- Foundation Governors to attend more collective worships if possible
- Continue to develop focused, small group work with Years 4,5 and 6 led by the team vicar following weekly collective worship themes connected to Christian Values and Bible stories

CORE QUESTION: **How effective is Religious Education?**

SCHOOL SELF EVALUATION: **Good**

School evidence based on pupil outcomes:

Reasons for the grade (impact and provision)

- All pupils from Foundation to Year 6 receive lively, interesting and well-planned RE lessons delivered by their class-teachers.
- Class-teachers use a combination of the 'Understanding Christianity'

approach and 'Discovery RE' (for other faiths). The RE coordinator has attended the Understanding Christianity course and staff have been using the materials and approach from the beginning.

- Teachers use a variety of materials and techniques to teach Christianity ensuring that RE lessons are fun and engaging for the pupils. This includes art work, drama, making posters and displays, as well as writing/illustrating in RE books and reflection diaries.
- RE teaching is supplemented by our Assemblies, workshops and school productions.
- Monitoring of books and lesson observations (this includes speaking to pupils) are carried out by RE coordinator.
- Most pupils achieve well, displaying a secure knowledge of Christian principles.
- Pupils are regularly assessed using current recommended systems, which inform teaching and learning.
- Some pupils show aspects of greater depth in their verbal and written responses. Some pupils make rapid progress from a less developed start.
- Regular discussion and planning meetings are held with teaching staff.

Key Strengths

- Teaching that encourages an enquiry approach, that enables pupils to express their feelings about the Christian faith, about ideas found in other faiths and how these feelings and ideas apply to their everyday lives. Reflection times take place on a regular basis.
- Using Christian values to connect and highlight aspects of the Christian faith that aids understanding of RE and helps to support us in our lives together.
- Using the teachings contained in the bible to guide our lives at school.
- Encouraging a direct, hands-on approach for pupils to use the bible for reference and research.
- Encouraging a creative approach to the teaching and learning of RE.

Development Points

- Continue to develop 'Understanding of Christianity' as an approach in all year groups including Foundation stage.
- Improve overall planning of RE in order to manage pupils' RE experience over time.
- Encourage those pupils who display greater depth to develop their knowledge/understanding and to lead worship and workshops.

CORE QUESTION: How effective are the leadership and management of the school as a church school?

SCHOOL SELF EVALUATION: Outstanding

School evidence based on pupil outcomes:

Reasons for the grade (impact and provision)

O. Leaders consistently and confidently articulate, live out and promote a vision rooted in distinctively Christian values.

- The governors and school leaderships' vision for the school, is based on distinctive Christian values. The school promotes its Christian foundation through its mission statement, its aims, and its policies. The admission criteria are consistent with the school's Christian ethos and the Christian foundation of the school is made clear through its public documentation and through the school website. RE and spirituality displays are evident in the classrooms, corridors and the hall.
- The head teacher effectively articulates a personal vision for the school which appropriately reflects its Christian values.

O. Leaders readily articulate the impact of explicit Christian values on the lives of learners and on the whole life of the school.

- Leaders consistently and successfully promote the positive impact of these values on the day to day life of our school community. This commitment to our Christian ethos results in visitors regularly commenting on "such a caring school environment."

O. Leaders have a thorough understanding of the school's performance and distinctiveness based on effective and insightful self-evaluation.

- The head teacher regularly updates the self-evaluation paperwork and attends training sessions offered by the Diocese, the Local Authority and external consultants. Subject Leaders maintain an effective overview of whole school performance in their areas including the performance of our more vulnerable and more able children. Governors are regularly updated on the school's performance and distinctiveness at Full Governors Meetings.

O. Self-evaluation involves all groups in the school community. It leads directly and convincingly to effective strategies for improvement and maintains a strong focus on meeting the needs of all learners.

- The self-evaluation documents are regularly monitored by the governors and staff and are always available on the school website for parents and other members of the local community to refer to.

O. Leaders ensure that the whole curriculum is informed by a distinctive Christian vision that contributes well to pupil behaviour and attitudes as well as their spiritual, moral, social and cultural development.

- The behaviour of the children consistently reflects the Christian values of Compassion, Love and Forgiveness and is an intrinsic element of school life that is often commented upon by visitors to the school and members of the public following school trips. This is a characteristic of the school that we are particularly proud of.

O. Parents, the local church, the diocese and the wider community contribute fully to school life so that there is mutual and substantial benefit for all groups including their understanding of local, national and global communities.

- The contribution of our local team vicar to school life is very effective due to her regular presence in school leading assemblies, working with children in the classrooms, discussing relevant issues with staff, sitting on the Governing Body and running the school choir. Holding regular church festival services in the local church encourages school families to attend church and Sunday School at other times.
- The local church community are keen to host school visits and have put on Experience Harvest, Experience Church and most recently Experience Easter to enable the children to visit, worship and learn within the local church.
- Both the local PCC and Parish Council have visited school Celebration Assemblies and a Parish Council member has visited the top class to explain about the workings of a local council and its importance in the democratic life of the community. As a result, our pupils are likely to become future volunteers within these and other organisations. Additionally, the school contributes to the wider community in a number of ways, including supporting the Bridport Lions Club annual Swimathon. In 2016, 24 children (4 teams) participated. In 2015, one of the school teams won the cup for raising the highest amount of sponsorship money for a school team. This is evidence that the school community is active in supporting the wider local community and its needs.
- During 2016/2017 and through the Diocese Partnership Service Agreement the Understanding Christianity project has been undertaken successfully. Previous to this, the school was involved in the Discovery RE training with the PSA. Governors and staff have also attended various Diocese Academy Status information sessions over a number of years.
- Parents regularly attend our weekly celebration assemblies, SDP and Subject Information evenings, take part in school surveys and we are proud of our committed and enthusiastic PTA which runs a variety of fundraising events every year and supports the school in its Christian vision.

- In the past, the school has had links with other schools in the USA and in Africa. During 2016/17, one of our teachers was granted extended leave for a year to work in a school in India. KS2 Children at Salway Ash have become pen pals with children at the school in India, which has broadened the children's understanding of the differences between global communities.
- The diocese of Salisbury has an established link with Sudan and we are exploring that link more in school. The Bishop of Salisbury has a lead role in environmental issues and that connects us with the diocese through our passion for being an eco-school and the Christian responsibility for stewardship of the environment.

G. Effective use is made of opportunities that arise for the development of staff and governors as leaders in church schools, with clear benefits for the current leaders.

- The foundation governors are active in supporting the Christian status of the school. They are supported in their role through governor training and active involvement with the local team vicar in supporting how Christian Values are reflected within the School Vision statement.
- All members of the school community are aware of the Christian aims and ethos of the school and what this means in practice. Opportunities are created for all staff to explore the nature of a church school through policy and training, often provided by the Diocese. Foundation governors also attend specific training on 'What It Means To Be A Foundation Governor'.
- The head teacher is well supported in her role by the diocese, the governors and the local team vicar. In 2015 she was fortunate enough to attend a Diocese led conference on transformational change-a truly inspirational session.
- New staff members are supported appropriately to fully understand both the distinctiveness and the inclusivity of a church school.
- All adults in school provide positive role models upholding Christian moral values for pupils in their behaviour and their relationships. The head teacher is committed to supporting colleagues through SEP and LLE support work and mentoring new head teachers on behalf of the DPLA. The effectiveness of the partnership between the school, the church and the wider community, including the parents is outstanding.

O. The leadership of worship and RE is given a high priority and this leads to highly effective practice in both areas.

- Most pupils are effectively able to explain what it means to belong to a church school and are given opportunities to communicate their views via pupil surveys conducted by the governors and the staff.
- The School Development Plan promotes the strengthening of the Christian foundation through discrete RE and Worship action plans that are included in it. In 2016/17 these areas form one of our four Key

Priorities

- The head teacher and governors promote the RE and collective worship of the school through various types of investigation, data collection and surveying which is then processed and fed back. The quality of RE and Collective Worship is highly valued and as a result the school has accessed support from the diocese through the Pyramid PSA when appropriate, for example, the "Making The Most Of Discovery" training in December 2015 and "Understanding Christianity" in 2016.
- The Beaminster School R.E. Subject leader attended the October 2015 Beaminster Head Teachers Meeting to start to explore the creation of a more active transition between Key Stage 2 and Key Stage 3. This was a very positive move which will now be built upon by all 7 schools.
- The school positively supports all opportunities suggested by our team vicar to enhance the effectiveness of her role within our school. For example, in 2016 and 2017 the whole school was involved in a Prayer Spaces in school day, run by the Beaminster Team and local church community.

Key Strengths

- The vision of the head teacher and the local vicar in continuing to develop Salway Ash as a Church school
- The support of all staff in ensuring the 'mission statement' is achieved on a daily basis
- The involvement of the head teacher in S.E.P. and L.L.E. consultancy work which strengthens her own practice and adds to opportunities for the school
- The quality, commitment and enthusiasm of our governors including our foundation governors and their contributions to the life of the school
- The consistently high expectations of all pupils to achieve their full potential and to follow their aspirations (school leavers' banners)
- The welcoming and open approach to all school families and visitors

Development Points

- Continue to develop and support foundation governors to inform their roles and extend their hands-on experiences within school
- Explore and develop the transition process from Year 6 to Year 7 and beyond
- Take full advantage of opportunities for all staff to develop their RE and Collective Worship knowledge and practice