

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Salway Ash Church of England VA Primary School

Vision

“Let our light shine as we achieve together”

Our vision is to provide a safe, supportive, and compassionate Christian environment where pupils, staff, parents, governors, and the local community work in partnership, with perseverance, to achieve high standards. We nurture academic, creative, spiritual, social, and emotional growth, inspiring one another to learn and flourish together. We aim to develop kind, considerate, respectful pupils who make a hopeful and joyful contribution to the world around them.

Our underpinning story, encompassing our vision and values, is “The Lost Sheep”. Salway Ash is a school where everybody is valued and included.

Salway Ash Church of England VA Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The Christian vision and values are deeply embedded in the school, creating a culture of flourishing. Leaders, including governors, know their school exceptionally well, which enables them to plan further enhancements to the provision.
- Pupils’ individual needs are well understood by members of staff. Therefore, pupils, including those who are vulnerable or who have special educational needs and/or disability (SEND), are cared for and nurtured.
- Collective worship is a time of joy, when pupils and adults alike flourish spiritually. Discussions, Bible stories, stillness and prayer enable pupils and adults to experience reflection and peace.
- The Christian vision and the parable of The Lost Sheep guides school actions to support those facing challenging times. Pupils, adults and families are offered effective support when it is required.
- The school develops the pupils’ ability to take on responsibility for others. They achieve this through participating in a range of leadership roles as well as responding to local issues.

Development Points

- Embed changes to the religious education (RE) curriculum. This is so that pupils have increased opportunities to learn about the diverse ways people of faith live their lives and practice their beliefs.
- Continue to prioritise professional development in RE, so that teachers plan lessons with an appropriate level of challenge.



Inspection Findings

Vision and Leadership

The Christian vision and values infuse life at Salway Ash School, enabling pupils and adults to flourish. Leaders, including governors, are guided by the vision and the underpinning parable of The Lost Sheep. For example, leaders approach serving their community ensuring that all pupils and adults have their needs met. This ensures that the school continues to thrive and refine its provision. Consequently, Salway Ash is a place where staff feel proud to serve, and a community where pupils blossom. Leaders make exceptionally good use of pupil, staff and parent voice to inform their self-evaluation, and drive further developments. For example, leaders used the analysis of a wellbeing survey to provide additional training and wellbeing support. This ensures that staff are given plentiful opportunities to develop their knowledge and remain happy at work. Governors effectively use a wide range of data and information to gain an accurate picture of the school. They use this to inform their strategic challenge and support enabling the school to continually refine and improve.

Vision and Curriculum

As a result of the vision, adults ensure that the curriculum is designed to meet pupils' needs. This includes those pupils who are vulnerable to making progress and those with SEND. Adults know their pupils well. They use a range of strategies, and draw effectively on professional advice, to ensure that pupils have their needs met. Members of staff ensure that there is a rich extra-curricular offer, so all pupils have access to a range of experiences. As a result, pupils have a range of enrichment activities which provide ample opportunities for them to shine and discover more about the world around them. For example, the school organises visits to London and Salisbury Cathedral to bring the curriculum alive. The school's approach to developing spirituality ensures that pupils flourish holistically. This is achieved through effective strategies such as discussions, reflections and journalling, and responses to a range of stimuli. This enables pupils to develop a deeper understanding of themselves and others and leads them to make a positive difference.

Worship and Spirituality

Collective worship at Salway Ash is joyful and makes a significant contribution to the overall flourishing of the school community. Joyful singing, creative responses to Bible stories and the warmth of relationships uplifts members of the community. Worship focuses on spiritual development through stillness, providing peace and calm for contemplation. Consequently, pupils have time to consider their feelings about themselves, others and their place in the world. Worship themes inspire pupils to take action to make positive difference to others and the world around them. For example, following harvest, pupils decided to create a donation box for the food bank throughout the school year. Pupils, families and members of staff value the weekly celebration worship which is uplifting and joyful due to the celebration of pupil's wider achievements. The strong partnership with the local church and clergy team further enhances the quality of worship in school. It is planned for and led by the clergy team, and pupils benefit from worshipping opportunities within the church. This provides additional spiritual flourishing opportunities for the school community, and for the church congregation through shared opportunities for worship and experience days.

Vision and School Culture

The parable of The Lost Sheep guides the culture of support and wellbeing, because the story is about God's immense love. This results in Salway Ash being an inclusive school which ensures equality of opportunity for pupils. Effective strategies are used to ensure that pupils and adults are treated well and have support for their wellbeing and mental health. These include taking appropriate action for pupils with additional needs, or families facing challenges. Due to the timely and effective support, pupils who had been struggling are transformed over time, becoming more confident and successful. Leaders support families in need drawing on a range of effective resources. Parents are provided with online specialist training which results in them being



better equipped to manage different aspects of parenting. Equally, when members of staff face challenges, they are provided with excellent support enabling them to navigate difficult times successfully.

Religious Education

RE has a high profile in the school and adapts to ensure it is relevant to the needs of the school and pupils. This enables the subject leader to prioritise RE in professional development for staff. An example of this would include additional training that the RE leader provided on Humanism for staff, which included inviting an expert into school. Leaders have taken effective action to review and develop the school RE curriculum. They ensure there is an appropriate balance of Christianity, and world religions and non-religious world views. However, the curriculum does not fully reflect the diverse range of ways people practise their faiths or non-religious world views. As a result, pupils are not fully clear in the range of religious practices there are within a faith. The RE curriculum is sequenced so that the whole school focuses on a similar theme at the same time. This aids professional development as teachers are more aware of progression in themes. For example, when all classes are engaged in learning about creation, teachers are able to actively build on prior learning. Leaders provide additional resources to teachers to aid with planning RE lessons. This has a positive impact on staff who are better equipped to teach the curriculum.

Teachers adapt the curriculum using a range of strategies, including plentiful discussion and practical activities. This ensures that pupils are engaged in their learning and acquire new knowledge and understanding. Teachers use questioning well to deepen pupils' learning. However, the level of challenge for the range of mixed-age learners in each class is variable across the school. This results in some lessons being less well designed to enable the pupils to progress swiftly. This impacts on pupils' progress in RE where there is inconsistency in challenge. Assessment in RE is not fully embedded. As a result, teachers and pupils are not always aware of their next steps.

Vision, Justice and Responsibility

The vision encourages pupils to take responsibility for themselves, others and the world around them. Through taking responsibility, such as the popular buddy system and other class and school monitor roles, pupils learn to care for others and their environment. Teachers use carefully chosen texts and other resources to make pupils aware of the injustices in the world. For example, in history pupils learn about the local church founder who campaigned against slavery. Over time, pupils become keenly aware of the risk to God's creation and start to respond to make a positive difference. For example, years 3 and 4 created 'Borrow Me Beach Boxes' for their local beach to cut down on plastic waste. However, some pupils have fewer opportunities to make ethical choices and take positive action for change. For example, by choosing to independently respond to injustices they learn about. This is limiting some pupils' abilities to take active responsibility to respond to injustices. Pupils elected on to the school council make decisions to lessen their impact on the environment. They make positive contributions such as fund-raising for the food digester and selecting charities they will support each year.

Information

Address	Salway Ash, Bridport, Dorset, DT6 5JE		
Date	21 October 2025	URN	113809
Type of school	Voluntary-aided	No. of pupils	107
Diocese	Salisbury		
Headteacher	Leif Overment		
Chair of Governors	Alison Smith		
Inspector	Claire Platt		