

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Twyford St. Mary's Church of England Primary School

Address	School Road, Twyford, Winchester, Hampshire, SO21 1QQ		
Date of inspection	18 June 2019	Status of school	VC Primary
Diocese / Methodist District	Winchester	URN	116320

Overall Judgement	Grade	Excellent
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgement		
The impact of collective worship	Grade	Excellent

School context

Twyford St. Mary's is a primary school with 163 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. Since the last inspection a new headteacher and deputy headteacher have been appointed, alongside a new chair of governors.

The school's Christian vision

Through our Christian values of Courage, Care, Joy and Respect, we aim to give children the inner confidence that they can make a positive contribution to the well-being of each other, give back to their local community and champion justice in the wider world.

Key findings

- The superb dedication of the headteacher, supported by a very able deputy and a particularly strong and effective governing body, has made a significant difference to the school and the wider community. Pupils and adults flourish due to the school's distinctive Christian vision which is deeply embedded within all aspects of the school.
- The pupils are given numerous interesting opportunities to engage with decision making in the school. This goes beyond being able to express their views, to making significant changes.
- Collective worship is recognised by pupils and adults as a particularly important element of the school day. They speak with enthusiasm about the impact of reflecting on the school's Christian values and the influence the values have on their lives at home and in school.
- Pupils speak of being inspired by, and their enjoyment of, RE lessons. They respond particularly well to opportunities for discussion and collaborative working.
- Behaviour and relationships are exemplary. All groups of stakeholders speak about the caring community, a place for love and compassion.

Areas for development

- Further deepen the school community's understanding of spiritual development so that there is an increasing confidence and ability to move beyond planned opportunities.
- Foster, even stronger, national or global links, which are mutually beneficial.

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

The dedication and passion of the headteacher and her exceptionally high expectations and standards, have meant that under her leadership the school, its pupils and adults are flourishing. The Christian vision and values have been established for many years and were present at the previous inspection. However, the new headteacher has fired new life into them so that now the whole school community are invigorated and supported by their presence. The vision and values infuse every aspect of the school, both strategically and operationally, so that the lives of pupils are transformed. The whole school community speak of the impact the values have on their lives both in and out of school. The enthusiasm with which the headteacher leads this Church school is infectious, it is apparent that all involved with the school strive to be the best they can be, the person God created. Parents speak of the exceptional, life changing experiences, the care and genuine, overwhelming love and compassion shown to them and to their children. Governors have established rigorous and effective systems for monitoring and evaluating all aspects of the school. There are substantial links with schools across the county which are proving mutually beneficial. The partnerships with the local church, the diocese and the community are central to the work of the school and are highly valued.

The curriculum is well planned and carefully and thoughtfully adapted in order to meet the needs of all groups of pupils. Academic progress and achievement are above average and teachers are meticulous in ensuring any difficulties or misconceptions are quickly sorted. Pupils speak of the support they receive from adults and that they are confident to 'have a go'. The 'golden threads' link together different aspects of the school and the curriculum, to establish a coherent unit in which pupils may learn and grow. The enjoyment of challenge, deep thinking and spiritual development across the curriculum are facilitated by the use of 'big questions'. Pupils are inspired by these, enjoying this approach to considering difficult topics and their place in the world.

Pupils have a tremendous understanding of the need to care for the natural world, with pupils from Year 1 explaining that, 'Human activities use too much energy and that can cause global warming.' Pupils have led various social action projects, encouraging the whole school community to become involved. Pupils have a good understanding of injustice and inequality, helped by their work with local charities and a connection with Sierra Leone. They have achieved an award in connection with global awareness and aim to further strengthen links already forged. The Easter Service, which took Stewardship as its central theme, is held in high esteem by all, having an enormous impact on the school and wider community.

This is a school where the concepts of forgiveness and reconciliation are highly important. Pupils and adults alike speak of the support they receive from all members of the school community. The use of outside speakers, in addressing challenges faced by pupils, is exemplary. Behaviour and relationships within the school are extremely strong, supporting and transforming the lives of pupils and adults. Enabling everyone to thrive and prosper is at the heart of the school.

Treating everyone with dignity and respect is central to the ethos of this school. Pupils know they can find support from any member of the school community. Incidents of bullying or prejudicial behaviour are indeed rare, with pupils expressing pride in how they all ensure everyone is made to feel welcomed and valued. Pupils speak with enthusiasm about their school. At the end of Year 5, pupils write to their new buddy before they start school in September. This helps to ensure that even before being at school each child feels welcomed and part of this unique family where values of care, joy and respect, alongside courage, are ever present.

Collective worship is recognised as an extremely important part of the school. Adults speak of the themes and messages from acts of worship threading themselves throughout the day, in lessons and on the playground. Pupils comment on how it teaches them to look at things from a different perspective and explain, with a great measure of maturity, the influence it has on their lives. Pupils have a clear, age appropriate, understanding of the Trinity and Eucharist and their meanings. There are many opportunities throughout the year for pupils to lead worship. Some of these are planned events and some come from pupils who have a particular passion or personal regard for a charity or cause. Pupils are actively involved in monitoring worship and have been instrumental in some positive changes that have occurred. Impressive use is made of the school's prayer tree. Pupils and adults are inspired to complete a leaf to pray for, or recognise the attributes of, other members of the school and wider

community. Pupils speak with feeling about the prayer pebbles and the prayer spaces and how they use them. The prayer spaces, which were introduced this year, either using the outside classroom or the local Methodist Church, have made a lasting impact on pupils and adults. Pupils and adults speak of the spiritual growth and development they experienced when using them. The partnership with the local church is extremely strong. The vicar offers pastoral support for all the school community and regularly works with the headteacher. He supports RE lessons as well as the spiritual and Christian development of the school and its community. The pupils speak with enthusiasm about the acts of worship he leads as well as the lunchtime prayer club. Prayer within the school has been enhanced by the vicar working with pupils on the creation of a school prayer which incorporates the schools' values.

RE is extremely well led by an experienced teacher who is ensuring the subject is taught to a high level throughout the school. She provides support to teachers within school and shares her enthusiasm and skill with other local teachers. She recently led a session at the county's RE conference. Pupils recognise the importance of RE, speaking of their enjoyment and being inspired by lessons. They display a strong ability to challenge themselves and enjoy opportunities for discussion and working collaboratively. A Key Stage 2 pupil explained that he felt RE was a safe place to explore personal beliefs, explaining everyone has the right to an opinion. Pupils have an impressive knowledge of Christianity and of Bible stories and how these illustrate various Christian values. There are opportunities to learn about a range of religions, with pupils demonstrating a respectful understanding and interest in them. RE is seen as a high priority subject, which is well resourced. The assessment of RE is well established and rigorous, with the RE leader analysing data, monitoring lessons and books and undertaking pupil conferencing. The impact of which can be seen in changes to planning, which ensures support for learning for all groups of pupils, enabling them to make good, or even better, progress.

Headteacher	Hannah Beckett
Inspector's name and number	Sally Jenkins 913