



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Dursley Church of England Primary Academy	
Address	Highfields, Dursley, GL11 4NZ

School vision

Together we shine brightly because together we make a difference.

You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead, they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in Heaven. (Matthew 5 v 14-16)

The values of respect, thankfulness, responsibility, perseverance, kindness and forgiveness support our school's vision.

School strengths

- The deeply embedded Christian vision is central to all aspects of school life. It is the driving force that enables pupils and adults to shine, flourishing in an atmosphere of respectful warmth.
- Leaders at all levels live out the Christian vision, promoting a culture of compassionate care and encouragement. Therefore, barriers to learning are overcome enabling all to flourish, including disadvantaged and vulnerable pupils.
- The strong links between the Church and school support the Christian distinctiveness, ensuring the vision is lived out beyond the classroom. This enables leaders to support and serve the local community.
- Pupils of all ages draw inspiration from Bible stories and a range of world faiths and beliefs. This knowledge enables them to treat others with respect and to accept differences to sustain positive relationships.
- Pupils, staff and visitors show an impressive understanding of their roles as they lead high-quality worship. Inclusive planning ensures all feel welcome. This is because the beliefs of all faiths and none, are clearly respected.

Areas for development

- Continue to deepen pupils' understanding of spirituality through wide opportunities and extended language use in all areas of the curriculum.
- Further raise the profile of global issues of inequality and injustice within the curriculum so pupils feel inspired to act as agents for change.
- Increase the opportunities for pupils to learn about Christians around the world. This is to enable pupils to have a greater understanding of Christianity as a living and diverse faith.

Inspection findings

Dursley is a school defined and driven by its deeply embedded Christian vision. All school members motivate pupils to see the light in themselves, celebrating their talents and achievements. As a result, pupils are confident and gratified. The whole school community thrives as a united light, knowing they shine brighter when working cooperatively. During times of change in the school, the vision serves as a focus and cements collaboration. Leaders ensure it permeates through every action and policy. Consequently, everyone is clear of their purpose and the shared journey. Governors know how the school's distinctive vision suits the context and needs of the community. This is demonstrated through effective monitoring work. Survey and pupil voice questionnaires are beneficial and show demonstrable impact. Members of the Diocese of Gloucester Academy Trust (DGAT) ensure the vision successfully drives standards. Leaders work closely with the trust and governing body to positively benefit the flourishing of all.

The uniting vision and associated values underpin decisions to adapt the curriculum, better suiting the needs of pupils. The school champions the learning about multinational societies that enriches their appreciation of diversity and difference. For example, the curriculum embraces trips and visitors to school to broaden pupil's horizons, thus raising aspirations. Specialist resources expressing diversity in the world supports understanding and respect of differences. Pupils are consulted on which extended activities they value and as a result they appreciate new experiences such as fencing. Enriched learning activities and support programmes are swiftly put in place to meet the requirements of individuals. Teachers know pupils well, with specific learning needs quickly identified and met. This leads to a strong parent and school partnership. The vision statement 'together making a difference', sees leaders and trust members set ambitious targets. This, along with accurate evaluation and targeted staff training, gives rise to pupils being aspirational.

The curriculum at Dursley is an expression of its Christian vision. Staff create environments to stimulate curiosity such as the pond and woodland areas. Learning about animals vulnerable to extinction provides a chance to think about their impact in the world. Awe and wonder opportunities are highlighted frequently, in lessons and beyond the classroom. Therefore, pupils effectively explain their feelings through the language of spirituality. However, vocabulary to enable a richer understanding of their own spiritual growth is less developed.

Inclusive collective worship is at the heart of the school. Pupils and staff from a range of faiths and beliefs enjoy coming together to nourish as well as guide. Worship is a calm time where everyone can reflect on their day and explore Bible messages. Pupils know how parables are Jesus' way of teaching us to live well. It guides them to perform good deeds such as fund raising. Staff are supported by diocesan training that enables them to be confident at conducting gatherings. The 'Dursley Collective Worship Visitor Guide' sets out key information and expectations. Consequently, staff, pupils and local churches' members plan carefully. This ensures assemblies are inclusive, relevant and moreover engaging. Reflection time, along with prayer, is invitational. Inevitably, all feel welcome to participate in their own way. Pupils are taught age-appropriate liturgical worship. They value welcoming and sending out, lighting the candle, besides reciting the school prayer. These activities, as well as joyous singing, uplift the spirit.

Underpinned by the vision, pupils demonstrate positive behaviour within meaningful relationships. Policies and actions reflect the Christian ethos. Carefully shaped guidance enables them to shine brightly, as they are ready, respectful, and safe. Consequently, pupils are forgiving and reconcile naturally. For example, older pupils often support younger children to solve rare minor disagreements. Leaders along with DGAT see wellbeing as a high priority in school. Surveys are used to find out which changes can be made to improve the work life balance for staff. 'Pupil parliament

groups' are consulted to enhance the environment, for example, tree planting. Furthermore, supporting families, by offering a 'Fare Share' foodbank on site, confirms their willingness to support locally. These actions make a tangible difference for families, with the most vulnerable feeling loved and well supported.

Dursley School actively fosters fairness and responsibility through the illumination of its vision. Pupils interpret school values by demonstrating rectitude in class as well as in the wider world. Consequently, they show kindness, helpfulness, and respect for each other. Pupils have many opportunities to become young leaders within school 'Parliament Groups'. They include 'me and my world', 'reflect and connect', 'active environment' and 'house captains'. These deepen pupil's understanding of everyone's responsibility and rights. Leaders celebrate pupil's achievements outside as well as within school. Examples include Guide and Scout awards for service to others. These actions foster a responsibility to and enjoyment of supporting the wider community. Pupils fundraise for both charitable causes and school projects. Vegetable growing and donating or sending book bags to Ukraine, amplifies the impact young people have locally and globally. However, pupils have less opportunities for learning about injustice or inequality internationally.

RE is well planned. Learning experiences are driven by the school's vision, with the values at its core. Pupils understand RE is special as it begins with lighting a candle followed by a reflection activity. These actions calm and prepare them for learning. Specialist resources effectively explore delicate issues such as wars around the world. Pupils of all ages have a good knowledge of world religions, faiths, and beliefs. For example, younger children talk about a menorah being used as a welcome on Jews' doors. Older pupils confidently recall the reincarnation circle in Hinduism. Stories of the Bible and Jesus are well known, but Christianity as a living world faith is less well developed. Teachers feel fully supported in their professional development by leaders in school and by the diocese. This confidence leads to effective learning opportunities in the classroom and high levels of engagement in RE.

The inspection findings indicate that Dursley Church of England Primary Academy School is living up to its foundation as a Church school.

Information			
Inspection date	6 March 2024	URN	139337
VC/VA/Academy	Academy	Pupils on roll	264
Diocese	Gloucester		
MAT/Federation	Diocese of Gloucester Academies Trust (DGAT)		
Acting Head teacher	Heather Gregory		
Chair	Carole O'Donnell		
Inspector	Carol Dougill	No.	2116