

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lulworth and Winfrith Church of England Voluntary Controlled Primary School	
School Lane West Lulworth Wareham Dorset BH20 5SA	
Current SIAMS inspection grade	Good
Diocese	Salisbury
Previous SIAMS inspection grade	Outstanding
Local authority	Dorset
Date of inspection	18 November 2016
Date of last inspection	6 December 2011
Type of school and unique reference number	135323
Headteacher	Sharon Buckland
Inspector's name and number	David Hatrey 844

School context

Lulworth and Winfrith is a smaller than average rural school established on two sites. Key Stage 1 children are educated at the Winfrith site with Key Stage 2 children at Lulworth. The number of children who have English as an additional language, who are entitled to pupil premium support or who have special educational needs is below national averages. The site at Lulworth has recently moved into splendid new buildings.

The distinctiveness and effectiveness of Lulworth and Winfrith CE VC Primary School as a Church of England school are good

- Children's behaviour is particularly good, they make strong relationships and show care for one another based upon the school's Christian distinctiveness.
- Children have a good knowledge of Jesus, His life and teaching and also of prayer.
- There is good leadership at all levels ensuring religious education (RE) and collective worship have a high profile.

Areas to improve

- Ensure that spirituality has a high profile in the life of the school, with innovative experiences that allow children to explore their ideas in different ways and express them in greater depth.
- Embed distinctively Christian values into the life and work of the school so that children recognise and articulate the difference they make to their lives and attainment.
- Establish a systematic approach for monitoring and evaluating the impact of the school's Christian distinctiveness and all aspects of a church school, involving consultation with children which identifies challenging to on-going improvements.

The school, through its distinctive Christian character, is good at meeting the needs of all learners.

Lulworth and Winfrith school have identified belief, harmony and fellowship as their core Christian values. Children recognise what these values look like in daily life. Values clearly support learning attitudes and children are encouraged to believe in themselves and in their ability. They reflect upon these values if they encounter challenges, persevering to overcome them, which gives children confidence. Thoughtfully, children recognise these values in stories, although they are not able to identify biblical stories which reflect the Christian distinctiveness of these values. Some are unsure that these values come from the Bible. Staff model Christian values in their relationships with children, they know all children well and show a high degree of care and concern. They make it clear that each child is special and valued. There is a real depth of trust and respect between children and staff. Children know that members of staff want them to be successful and listen to ideas to shape their learning. The quality of behaviour is high and this is supported by views received from the community. Any minor behaviour issues are soon addressed. Children are adamant that bullying is simply not tolerated and recognise how they contribute to the safe atmosphere of the school. They work collaboratively which is evident in the fundraising projects they initiate and complete. The Christian ethos created by the school is at the heart of attitudes and relationships. At present however, children are not able to make strong links between Christian values and their relationships. The target from the previous inspection was to, “develop further curriculum opportunities for children to verbalise their own spiritual experiences.” Progress has been made through extended forest school opportunities relating to awe and wonder using the school’s grounds to encourage children to respond to the natural world. Experiences such as the labyrinth day also contribute to the children’s developing spirituality with children saying how calm and thoughtful they were doing this. However, there was insufficient written evidence to show the impact that these initiatives have had, whilst children’s ideas and responses lacked a maturity. Opportunities for spirituality are not recorded in planning or cover a broad range of experiences in lessons. Considerable discussion has taken place among staff to agree a whole school shared understanding of spirituality. Although there was some common understanding, the school decided to adopt the Diocesan policy. Enabling children to explore and share their ideas in different ways has not been fully developed. This is why the school is not outstanding in this area. New approaches to teaching other world faiths have been effectively introduced. Children have a greater knowledge of these and an empathy as they look through other children’s eyes to see faith in action. Children show respect and tolerance for those who hold different views to their own. Religious education (RE) is expertly coordinated with new ideas for exploring big issues and philosophical questions being effectively introduced, helping children to consider these and make sense of their ideas. Thoughtful links with biblical teaching are made so children understand what God might want people to do in different situations. Children are open to sharing and evaluating ideas, considering the relevance to them. There was limited evidence of the contribution RE makes to spirituality. A scrutiny of books shows RE contributes to an understanding of the value of kindness, but not directly to other values.

The impact of collective worship on the school community is outstanding.

Planning of themes for worship has a clear focus upon Christian values, festivals and biblical teaching. At the start of each term one of the core Christian values is explored alongside other values. This means that over a three-year cycle a wide range of values is covered. Each member of staff leads worship during the week so children experience a range of approaches to worship. ‘Open the Book’ worship is led by members of the local church and is popular with children, who look forward to contributing through dramas. Worship is a distinct time for the school to share with God. The beauty of the hall where worship takes place, the inspiring words of the Bishop when opening the school written on the wall and the stunning cross created by the children make an outstanding atmosphere for worship. Worship begins with a child holding a candle leading the older classes into worship. A focus table with a cloth created by children on a visit to Salisbury Cathedral, contribute to the sense that worship is special. Good visual stimuli and questioning ensure that children are engaged. They respond with an eagerness to share their ideas. Leaders are beginning to help children RE make links between Bible teaching and how this could influence their lives. At present children are unsure whether worship informs their thoughts and actions. Main Christian festivals are celebrated in churches in the communities from which the children come. Children write prayers and perform dramas. Their discussions indicate that they have a good understanding of the significance of these festivals have for Christians. “Sharing my ideas with God,” is how children see prayer. The youngest children write thank you and sorry prayers. There are opportunities during the day for children to write prayers which they find helpful. At the end of some worship sessions children are invited to pray and do so confidently and spontaneously relating them to the theme of the worship. There is evidence that their prayers are growing in maturity, with some children appreciating the contribution prayer can make to their lives. Prayer/reflection corners have been created in the new classrooms and, although children regard them as important, there has been too little time for them to take fully

effect. A range of biblical stories are known by children who recount them in some detail. Children are introduced to the concept of the Trinity at quite an early age and have some understanding. Some simple evaluations of worship are made by children indicating what they like or how this might be improved. Governors have not completed evaluations of worship so they do not know the impact this has for children. There have been developments within worship, such as encouraging children to pray spontaneously and the introduction of the popular 'Open the Book' team. At present children do not have regular opportunities to plan or lead worship so they do not feel that they have greater ownership of it.

The effectiveness of the leadership and management of the school as a church school is good

The headteacher's leadership gives clear direction which ensures the success of the school. She is passionate about enabling all children to make the very best progress and shaping good attitudes to lifelong learning. She is well supported by a competent leadership team, who together ensure RE and worship has a prominent profile in the life of the school. Together they have managed the move into a joint primary school and into new facilities overcoming barriers and creating a cohesive staff team. Some of the school's Christian distinctiveness is evident in the difference they make to the lives of those children who join the school outside of normal admission times, where significant changes in behaviour, attitudes and progress are evident. New children learn from their peers the school's values and respond to the care and concern shown, feeling valued. A range of provision is in place that meets a diverse range of needs to support children's emotional, social skills and well-being. The school is active in establishing good relationships with parents and is seen by them to go beyond expectations to support their children. The school prides itself on the academic progress and attainment children make. Standards are generally above national expectations with swift action to address any concerns. This vision is given by the leadership but shared by all staff including teaching assistants who make a valuable contribution to children's learning. Monitoring of pupil's academic progress is rigorously completed, but evaluation as a church school that involves all members of the school community has not been fully developed on a regular basis. There have been evaluations of the school's Christian distinctiveness, particularly with the support of Diocesan advice, but the impact this has is not always clear, nor has this led to creating plans to improve this further. The same is apparent regarding the provision for spirituality, although there are plans to improve RE and worship each year. Expertise from the diocese is drawn upon. Useful reviews from the adviser have identified some future actions whilst training for leaders and RE coordinator is well focused and has led to some improvements. The church makes a good contribution to the life of the school despite in recent years being without a vicar. The 'Open the Book' team is a good example of this and the celebration of Christian festivals at the church are prominent occasions in the life of the school. The school makes an important contribution to village life; this is very evident in the poignant Remembrance services. Both parents and community hold the school in high regard recognising the influence it has on children's lives and attainment. The school meets the statutory requires for RE and collective worship.

SIAMS report November 2016 Lulworth and Winfrith Church of England VC Primary School BH20 5SA