

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Loders Church of England Primary Academy

Address	Loders, Bridport, DT6 3SA		
Date of inspection	29 January 2019	Status of school	Voluntary Controlled primary academy. Acorn Multi Academy Trust. (MAT)
Diocese	Salisbury	URN	142046

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

School context

Loders Church of England school is a primary academy with 77 pupils on roll. The school has a very low level of religious and cultural diversity and no pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national average. The proportion of pupils who have special educational needs is below the national average. The current headteacher was appointed in 2017. Loders became a sponsored academy and part of the Acorn Multi Academy Trust in April 2016.

The school's Christian vision

'My purpose is to give them a rich and satisfying life' (John 10:10) New Living Bible.

- Learning for life.
- Outstanding opportunities for all.
- Dreaming for the future.
- Enjoyment in everything.
- Respecting and supporting each other.
- Strength and resilience.

Key findings

- The headteacher, with the very effective support of other leaders in the Acorn Multi Academy Trust (MAT), is a highly committed Christian leader of the school.
- The school views each child as unique. When challenges arise, significant support is given to ensure that everyone has as rich and satisfying a life as possible.
- Loders' vision permeates every aspect of school life. This has resulted in a purposeful learning environment where Christian values have a huge impact on the wellbeing of the whole community.
- Collective worship and religious education (RE) contribute well to promoting the school's Christian vision and pupils' deepening spiritual development.

Areas for development

- To embed work linked to the new mental health programme in order to secure outstanding opportunities for all.
- Further development of the RE assessment system so that the next steps for every individual child are accurately identified.
- Agree the school's understanding of spirituality and support all teachers to embed it into their planning and teaching.
- To embed the recently established global partnership with the school in Kenya so pupils develop a greater understanding of other cultures and societies.

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

Loders' vision is rooted in theological Christian narrative and clearly articulated to all stakeholders. School governors, significantly supported by the leaders of the Acorn MAT, work with a strong sense of purpose. The MAT's terms of reference state that the school's distinctiveness must include a wholehearted commitment to putting faith and spiritual development at the heart of the curriculum. This is rigorously monitored by the MAT's Ethos Committee. The MAT's four church schools headteachers serve on this committee strengthening further the challenge and support for school improvement. Loders' leadership has made rapid improvements in leadership effectiveness and academic standards. Its Christian ethos has been at the forefront when courageous decisions have had to be taken, such as the decision to become an academy, the setting up of the school's nursery and the opening of a fourth class. The community schools within the MAT have witnessed the positive impact that explicit Christian school values have on academic and social development and similar models are being considered for their schools.

The curriculum is well planned, broad and exciting. Pupils enjoy talking about their learning, for example, sharing their knowledge of the Sikh faith. This contributes to their heartfelt respect for other cultures and beliefs. Skilled teaching with careful questioning pushes pupils to explore deeper into their learning, considering aspects they may not initially have thought of, such as whether people are still persecuted today for their beliefs. This has led to their examination of refugee crisis situations in the world today. Pupils are able to discuss serious issues thoughtfully and respectfully, even when individual views do not agree. They have a growing sense of Christian compassion and social responsibility. This has led to their support for local and national charities. Some charitable acts are child initiated. The more recent global link with a school in Kenya is still at an early stage.

In the past few years, academic results have been below national average figures. However, under the skilled leadership of the headteacher, support from the MAT and highly committed teachers, results have recovered to be in line with national expectations. Pupils with special educational needs are well supported and barriers to learning are addressed with well thought out interventions. This means pupils make expected progress from their starting points.

Mental health and general wellbeing have high priority in the school and pupils say they feel safe, knowing that they can talk to numerous school adults if they have a problem. The Heartsmart programme has recently been introduced to support positive mental health.

Parents are overwhelmingly complimentary and appreciative of the safe, nurturing environment the school provides. They say that they feel welcome and included in their children's education. They also say the school deals with issues, however small, quickly and efficiently. This includes the school giving them substantial time when they face vulnerable situations. Pupils explain that friendship issues are dealt with by talking and they know what actions they would take if they ever felt bullied. They also know that discrimination, for whatever reason, should not be tolerated. The school takes swift action if school attendance falls below accepted levels and the importance of school attendance is clearly communicated to parents. The school is ambitious for its pupils and this drive to be the best that you can be is felt by the pupils. They say that challenging yourself is a positive thing, even though initially it may feel uncomfortable, because it helps you to get better.

Professional development has been undertaken with the diocese and diocesan advisors have worked with the school supporting its Christian development. Advice is acted upon because leaders have a strong drive for improvement. Links with the church have grown significantly since the present headteacher joined the school. His close working relationship with the vicar and other church members has been pivotal in strengthening the partnership between the church and school. Pupils enjoy going to the church for special services and RE lessons, saying it feels calm and special.

Pupil behaviour is strongly influenced by the school's Christian vision that teaches respect and support for each other. This has led to calm classrooms, without disruption, where every pupil has the best atmosphere for learning. Classroom relationships between adults and pupils are mutually respectful.

Pupils describe Christian worship as a special time in the school day when the whole school comes together to sing, pray and learn about being better people. Older pupils diligently carry out their worship responsibilities, such as managing worship technology and supporting the younger children. The school's vision and values underpin worship themes and these, together with Bible stories, allow pupils to understand how Christian teaching relates to everyday life. This is because leaders deliver worship themes in age appropriate ways that are meaningful and interesting. Adults refer to worship themes throughout the school day, for example, pupils are praised for their 'resilience' when facing challenging work in their lessons. The value 'dreaming for the future' is

linked to their current concern regarding the environmental impact of plastic. Class worship tables provide spaces for reflection and personal prayer. Pupil views and ideas for worship are listened to and this recently led to each class bringing its class candle into worship each day. A range of worship leaders, including a visiting priest from Latvia, ensures a wide range of worship styles.

High quality resources for RE teaching results in high levels of pupil enjoyment and engagement. Professional development and monitoring by school leaders ensures learning standards in RE compare well with other core subjects. However, RE assessment systems are still in the process of being established. A number of world faiths are studied. Pupils say we should respect different religions because each faith is very precious to those who believe in it. Christianity, and the teachings of Jesus form a major part of RE teaching and pupils have an age appropriate understanding of the Trinity through carefully thought out visual displays.

Statutory requirements for RE and collective worship are fully met.

Headteacher	Peter Beare
Inspector's name and number	Lorraine Pugh 819