



## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Longfleet Church of England (VC) Primary School

**Previous SIAMS grade: Good**

**Current SIAMS grade: Outstanding**

**Diocese: Salisbury**

Local authority: Poole

Dates of inspection: 13 May 2015

Date of last inspection: 18 June 2010

School's unique reference number: 113782

Headteacher: Diane Brierley

Inspector's name and number: Marcia Headon 761

#### School context

Longfleet Primary School is a large school close to Poole town centre with 540 pupils aged from 4 to 11. The majority of pupils are of white British heritage although there are an increasing number whose first language is not English. The proportion of pupils known to be eligible for additional funding known as the pupil premium is below average. The proportion of pupils with special educational needs and or physical disabilities is below national averages. Since the last inspection the age range for which the school caters has changed and a new headteacher and deputy headteacher have been appointed.

#### The distinctiveness and effectiveness of Longfleet as a Church of England school are outstanding

- The Christian values which are firmly embedded throughout the school exert a very strong influence on relationships and the spiritual, moral social and cultural development of the pupils.
- The outstanding commitment shown by school leaders and governors has fostered the development of the Christian character of the school.
- The exceptionally close relationship with the local church has had a significant impact upon the quality of worship.

#### Areas to improve

- Ensure that all pupils develop a greater understanding of the diverse nature of Anglicanism worldwide
- Continue to develop children's understanding of the nature of the Trinity.

### **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

The exceptionally strong Christian values permeate every aspect of school life. The direct link which has been made between the values and the house point system means that pupils have a deep understanding of what they mean and how they influence their lives. For example, a pupil explained the importance of equality, contrasting Mother Teresa's experiences of discrimination with the teachings of Jesus that all people should be valued. He then linked this to the way all pupils in school were treated equally. Each of the values has been linked to a Biblical story and even the younger pupils are able to explain these with confidence. Achievement across the school is good and continues to improve. The great majority of pupils make at least good progress from their starting points and their academic needs are well catered for. In 2014 reading and mathematics results were above national in all year groups. The Key Stage 2 results were well above floor targets. The proportion of pupils making two levels of progress in mathematics and reading in KS2 was the highest in the Borough of Poole and there was a big increase in the proportion of pupils making more than expected progress in writing. The school is highly inclusive and has developed innovative ways to overcome barriers to learning. The needs of each child are considered very carefully and action taken to help them. Often this is beyond what might be expected and parents speak of the school going the extra mile based on its Christian values. The curriculum, which has been remodelled, is broad, well-developed and constantly evolving and gives pupils opportunities to explore their beliefs. The pupils are given ample time for reflection to consider their own faith and place in the world as well as God given wonders. Spirituality is strong. The school is a calm, harmonious and respectful community and despite its size has a family feel which is noted and fostered. Behaviour, which is outstanding, is strongly influenced by the school's Christian values. Pupils show respect and demonstrate acts of kindness to one other and the wider world. They provide support for a variety of charities such as a local food bank, have fundraised for a cow in Africa and sent shoeboxes to Eastern Europe. Pupils of all faiths and none show a good understanding of other faiths and show respect for them. However, despite links with Southern Africa they are less knowledgeable about Christianity as a multi-cultural world faith or the work of the Anglican church worldwide. Religious Education (RE) is clearly enjoyed by the pupils. It is well planned and led and its impact and effectiveness is constantly being evaluated. Pupils enjoy the exciting activities and the time given to talk and discuss difficult moral issues such as the nature of forgiveness.

### **The impact of collective worship on the school community is outstanding**

Collective worship is very important to the school. The pupils with the staff consider it the time at the end of the day when there is the chance to be still with the whole Longfleet family and to talk to God. Worship is well planned, using the values of the school as a basis, but incorporating the Church calendar, events in the life of the school and the world. Worship is enhanced by being led by variety of people. The collective worship led by the curates and children's worker from the local church are especially enjoyed by the pupils who consider the links with the local church to be vital to their school. Collective worship has a huge impact upon the lives of the pupils. Many can recall memorable acts of worship and how the message has helped them in their everyday lives. One girl recalled the story of the house being built on sand and this reinforced for her the importance of having solid friendships. Pupils are involved in planning and leading collective worship on a regular basis. Whole school worship is enhanced by music and dance and pupils clearly enjoy singing songs with actions. They respond well to the lighting of the candle which indicates the start of worship and they reply enthusiastically to simple liturgy, listen carefully to the Bible readings and often lead the prayers. However, they are less clear about the nature of the Trinity although the school has just begun to address this. Collective Worship held in the local church at Harvest, Easter and Christmas are special times and are very well attended by parents, who say it is often a highly spiritual experience for them. Prayer plays important role in the life of the school both during

the school day and at a number of well attended prayer groups operating in lunch and at other times. The purpose of prayer is well understood by pupils. Class prayers are often very topical and personal and on the day of the inspection one pupil prayed most movingly for the victims of the Nepal earthquake and their rescuers. The prayer trees and specific reflection areas which exist for both lower and upper school are valued and well used by the pupils. They feel very confident in writing requests and giving thanks and asking others to pray for and with them. There is very rigorous and regular evaluation of collective worship conducted by the Foundation Governors which has involved pupils, staff and parents. The findings from this are acted upon firmly.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The headteacher has a very distinct vision of how she wishes the Christian character of the school to develop. She has implemented her explicit intention to reach out to all and to ensure the school is the hub of the local community. She provides excellent leadership and is fully supported by her staff and governors. Her vision, that the Christian values should underpin all that the school does and that it is individual successes as well as academic successes that are cherished, is evident in the school. She herself constantly demonstrates the school's values. She develops her staff, valuing their contributions, encouraging them and providing further professional development. She is providing good opportunities for them to develop leadership in church schools. She is very willing to share good practice with other schools. The school has a very accurate picture of its own strengths and areas for development and there is a good focus on the Christian ethos and distinctiveness within the school development plan. The Foundation Governors are exceptional. They know, support and challenge the school very well. They are regular visitors to the school and have addressed most assiduously the areas for improvement from the last inspection. They take their own training needs seriously and attend regular updates. Links with the local church have strengthened over the years and are now very robust. As well as using the Church buildings for school services, details of the progress of the school are included within the Annual Church report and the parish newsletter. The Parochial Church Council receives regular updates. Groups from the Church provide invaluable help with after school clubs and events. The Vicar maintains a strong strategic overview and provides excellent support for the headteacher. The school maintains links with the Diocesan Board of Education and appreciates the support given. The National Society's Statement of Entitlement for RE is met fully. Parents are entirely supportive of the school, are made to feel very welcome and value highly the school's development of their children's beliefs and attitudes.

SIAMS report May 2015 Longfleet CE VC Primary School Poole BH15 2HF