

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Long Sutton Church of England Primary School			
Address	Hyde Road, Long Sutton, Hook, Hampshire, RG29 1ST		
Date of inspection	14 November 2019	Status of school	Voluntary controlled primary
Diocese	Winchester	URN	116298

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 Judgement	The impact of collective worship	Grade	Good

School context

Long Sutton is a primary school with 120 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 the national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with the national averages. There have been on-going staff changes, including the headteacher, since the previous inspection. A significant number of pupils are forces children.

The school's Christian vision

Through our core Christian values of Love, Courage & Hope, we nurture, encourage and challenge each unique child to:

- be kind: *'Be kind and compassionate to one another.'* (Ephesians 4:32)
- be respectful: *'Do unto others as you would have them do unto you.'* (Luke 6:31)
- be the best they can be: *'Let your light shine before others.'* (Matthew 5:16)

Key findings

- The school's Christian vision underpins the strong focus on community and the wellbeing of all. This is evident in pupil and adult relationships within the school, the outstanding links with the local parish churches and the range of community involvement that extends outwards from the school.
- Linked to the school's vision and values, the school is in the process of introducing 'learning gems'. More time is needed to complete this initiative in order to see the full impact on pupils' aspirations and learning.
- Whole school collective worship is engaging for pupils and adults. There is scope for pupils to contribute more regularly to the monitoring and planning of collective worship, so that they are more involved in future developments.
- Spiritual development opportunities for pupils and adults are facilitated through collective worship, religious education (RE) and to some extent across the wider curriculum. The use of the class reflection areas is generally limited to weekly class worship.
- RE contributes to the spiritual, moral, social and culture development of pupils. Pupils enjoy learning about a number of world faiths and this contributes to their understanding and respect of others.

Areas for development

- Increase pupil involvement in the monitoring and planning of worship, so that they have an active role in shaping future improvements.
- Develop further the spiritual development opportunities across the wider curriculum, to enhance the pupils' spiritual development.
- Develop the class reflection areas, so that pupils use them regularly to aid reflection and/or prayer.

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 school's vision is securely rooted theologically and biblically. It is shared effectively and reinforced creatively, including through songs. As a result, the vision is known and applied in practical ways to everyday life by all in the school community. The vision shapes and promotes the inclusive, community centred culture of the school, with a strong focus on the wellbeing of everyone. It informs all policies, developments and school practice, enabling pupils and adults to flourish. The vision threads organically through all areas of school life, including collective worship and RE. The monitoring and evaluation of the school's effectiveness includes the views of all groups in the school community. Since the previous denominational inspection all areas for development have been addressed. Leaders and governors are effective in their on-going review of the school. The school has been judged Good overall as a number of innovative practices need more time to finish being introduced and/or embed to show their impact.

In line with the school's vision, leaders at all levels are committed to providing creative and engaging learning opportunities for all pupils. This is facilitated through a broad and balanced curriculum. Pupil outcomes are strong for most pupils. Effective interventions are actioned to enable all pupil groups to achieve their best. The school is currently focusing on the scope of spiritual development beyond collective worship and RE so that opportunities are not missed across the wider curriculum. The addition of a prayer space at Easter was beneficial for pupils and further ones are planned for this academic year. However, the class reflection areas are not interactive and as a result pupils seldom use them.

Pupils confidently share how the school vision and values interlink with the 'learning gems', which support them in their learning and behaviour. Pupil aspirations are raised as a result, although this initiative has not been completed; there are further 'gems' to introduce. In line with the school vision, pupils are motivated to be the best they can be across all areas of the curriculum and in their relationships with others. The school's buddy system is particularly effective with older pupils regularly supporting and playing with younger pupils. Children of all ages understand the importance of respect. They know this involves them listening and respecting the views and beliefs of others. The nurturing and inclusive school culture is reflected in the good behaviour of the majority of pupils. The staff place great importance on modelling positive approaches that enable pupils to make good choices in relation to their behaviour.

Reflecting the school vision, pupils and adults see the school as a big family, where everyone is known and valued. The school's strong sense of community extends across a number of local villages and the nearby royal air force station. The school is involved in a range of multi-generational activities throughout the school year and has recently introduced weekly community collective worship. This demonstrates the school's desire to be an inclusive and welcoming community. The time and commitment given to the school by the rector, curate and youth pastor through collective worship, clubs and pastoral support is outstanding. Their input significantly supports the spiritual development and wellbeing of pupils and adults. The school and church interconnectivity has also led to a growth in young family based initiatives run by the parish church.

The practical impact of the vision can also be seen in the school's strong relationship with families. Parents value the school's Christian vision, values and ethos. They state that their children flourish holistically at the school. Parents see the school as 'a vibrant place to be,' where they feel included and supported.

The school also has a mutually beneficial global link with a school in Hoima, Uganda. Through shared initiatives with the school and opportunities within the curriculum and collective worship, pupils gain an understanding of diversity and respect for others. Pupils grow as courageous advocates through increasingly taking ownership of charity initiatives as a class. Pupils know that their actions can make a difference and they gain an understanding of inequality and injustice, in their community, nationally and globally.

Training is given a high priority and has enabled all staff and governors to learn and grow in their roles. This has included recent whole school diocese-led training on spirituality. This has resulted in improvements to teaching and learning in RE and in a better understanding of Church school distinctiveness.

The importance the school vision and values place on community is evident in the whole school community coming together for collective worship. Pupils and adults enjoy the opportunities that collective worship provides for reflection. Pupils help to lead collective worship on a rotational basis. Bible stories are linked to the school vision, values and examples from everyday life. Through collective worship and RE, pupils learn about the Trinity, several Christian festivals and the importance of the Communion service for Christians. As a result they have a growing understanding of the Christian faith, and significant events in the church year. Christian worship is broadened by visits from the local Open the Book team and the school is exploring links with several local church ministers to increase the range of styles of worship. Parents and members of the community welcome the opportunity to join with the school for community collective worship and church services. Governors and school leaders monitor collective worship but there is scope for increased pupil participation in monitoring and planning.

RE expresses the school vision and values in relation to gaining knowledge and respecting others, through the exploration of a range of world faiths and worldviews. Bold decisions have been taken by senior leaders to block the time for RE into half termly slots, to facilitate extended time for immersive, creative activities that are tailored to the mixed age classes. This ensures a good level of pupil engagement across all year groups. The RE curriculum is appropriately balanced between Christianity and a number of world faiths.

Headteacher	Hannah Inglis
Inspector's name and number	Gillian Bradnam 935