



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lakefield Church of England VC Primary School

Address Lake Lane, Frampton on Severn, Gloucester, GL2 7HG

How effective is the school’s distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Overall grade Good

The impact of collective worship Good

School’s vision

Seeking to be a light in the community.
“Thy word is a lamp unto my feet, and a light unto my path” Psalms 119:105
We seek to be a light in the community providing a caring, safe environment with everyone encouraged to work towards their full potential. This reflects our Christian foundation and our respect for and understanding of all other faiths, beliefs and cultures and our conviction that every child matters to God.

Key findings

- The school’s distinctive Christian vision and values nurture a community where relationships are rich and affirming. Pupils attitudes to one another are transformed, they show dignity and respect to all, which shines out across the locality. Leaders are passionate and dedicated in creating this vibrant Church school, where all flourish and shine.
- Pupils make good progress in religious education (RE) and in some instances better than expected. They enjoy the challenge of wrestling with questions of meaning and purpose, confidently contributing, which shapes their ideas.
- A new engaging curriculum is emerging, which is shaping a culture of aspiration and raising pupils’ expectations. At present however opportunities for spiritual development are not always progressive and do not build upon previous experiences.
- Influential partnerships extend and enrich the school’s provision, notably with the church and the Diocese of Gloucester Academy Trust (trust). At present pupils’ knowledge of global communities, disadvantage and deprivation is less well developed.
- Collective worship has a central role in the life of the school, it is invitational and inclusive. Through exploring key Christian values pupils gain an understanding of what the vision looks like in daily life. In some instances planning for collective worship lacks detail and progression, which makes it less meaningful for some pupils.

Areas for development

- Ensure that planning for collective worship enables pupils to explore themes at an age appropriate level for them. This will allow pupils to recognise the meaning and relevance it has for their lives and thinking and articulate this.
- Raise pupils’ understanding of global communities, disadvantage and deprivation so pupils are stimulated to extend their role as courageous advocates.

- Ensure there is a greater variety and depth of experiences for pupils to explore in spirituality, building upon previous opportunities, which will deepen their thinking so that they can express these ideas in a variety of creative ways.

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 family created a distinctive Christian vision which affirms what it wants pupils to aspire to be. This is to fulfil their God given potential and shinning a light in the community. Leaders use the vision to drive improvements and inform their decisions. They are passionate and dedicated, creating this vibrant Church school where all shine and flourish.

There are pockets of excellent practice, notably in the outstanding caring school community, which enriches the locality. The vision reflects the local community and the central role the school plays. Pupils are nurtured to bring life and hope to the community by treating everyone as important. Pupils are fully involved in community life, through worship and demonstrating God's concern for the environment. Leaders show a secure understanding of the theological principles underpinning the vision. They talk about every person being special to God. The school perceives its responsibility to enable all to fulfill their potential in a variety of areas. An integral part of this is showing how God wants all to live and following his example. A cohesive staff team completely share this vision. They see their role as living out the vision and values through their care for all.

The light and guidance which the vision brings fundamentally shapes pupils' relationships and attitudes. It shows how we can live well together, following Jesus' example. This is achieved by embedding Christian values throughout school life. Pupils are immersed in the language of values, using them daily, fully appreciating their importance. This leads pupils to work collaboratively and encourage others. Everyone is treated with dignity and respect, this is an excellent feature of the school. An example of this is pupils' commitment to become buddies for new pupils. Through a variety of approaches, including visitors from all walks of life, pupils understand the importance of becoming life-long learners. Leaders use approaches which have created a culture which raises pupils' aspirations so all seek to flourish. Pupils confidently use the language of resilience and courage, which comes from Christian values, to overcoming barriers.

Enabling pupils to be a light in the community and fulfilling their potential inspires leaders to create a stimulating curriculum, which is being established. Pupils develop the skills and knowledge they need to care for God's world and show others how to do this. The curriculum closely focuses upon pupils' needs, equipping them with skills and knowledge to become life-long learners. There are strong foci on caring for God's world, technology and taking personal responsibility. At present pupils have a limited understanding of other global communities and their knowledge of deprivation and disadvantage is less well developed. Increasingly, there are opportunities to explore exploitation. Pupils have a growing understanding of exploitation of the natural world. For example, pupils consider deforestation, where palm trees are instead being planted. In response, pupils refused to eat products containing palm oil in school. More pupils are independently taking action to care for the environment, planting trees and working with the Eco council to enrich school grounds. Vulnerable pupils are effectively supported with individualised provision, raising self-esteem. Pupils value more opportunities for reflection, notably on their learning and with regard to their actions. Mindfulness and forest school sessions effectively contribute to their thinking. However, there is an insufficient variety of experiences and these are not built upon as they move through the school. In addition, pupils are unable to express their ideas in a variety of creative ways.

The vision promotes collaborative learning, through being a light to others. Influential partnerships allow high quality practice to be introduced, enabling pupils to shine. The partnership with the trust brings focused guidance for new initiatives and detailed evaluations. Staff contribute fully to the trust, through the headteacher's support for

technology and nurturing new leaders. Expertise is also shared in early years and pupils who need additional support. Staff training is a priority, enabling them to take on additional leadership roles. The relationship with the church and community is impressive, local governors play an invaluable role in supporting worship and monitoring. Pupils' knowledge of Christian festivals is enhanced through church led experiences days, such as Easter. Further focused training from the Diocese has extended staff knowledge of Christianity. Evaluations of the impact which the vision is making is regularly undertaken, leading to ongoing improvements. For instance, having a consistent order for all collective worship throughout the week.

The school's care for pupils and families during the pandemic shone out. Frequent contact, online learning and worship enabled families to feel valued. Nurture for families and sharing resources supported mental health, whilst allowing learning to continue effectively. All staff trained as mental health leaders providing strategies which develop pupils' well-being. Pupils use these ideas to keep them calm, return to daily school life as well as meeting individual needs.

The quality of pupils' work in RE is good and in some year groups they make better than expected progress. Adopting 'Understanding Christianity', an RE resource, deepens pupils' knowledge of Christianity and key concepts. Pupils are increasingly gaining a better understanding of Christianity as a living faith, perceiving the difference it makes to people's lives. A robust assessment system tracks pupils' progress, identifying what is taught well and which require further help. Use of questions of meaning and purpose in RE and other subjects stimulates in-depth debates. Pupils confidently use skills from 'Philosophy for Children' which challenge their opinions. They effectively use sentence openers which scaffold their ideas, which enable them to disagree positively. Pupils have an appropriate knowledge of other faiths and world views. The subject leader is experienced and skillfully introduces new ideas, effectively supporting staff. The majority of pupils feel that RE has a relevance for their thinking.

Collective worship is good, it plays a central part of daily life where all are welcomed and included. Pupils develop a deeper appreciation of the vision and what this looks like by exploring associated Christian values. Bible stories show how Jesus lived, which are discussed in class so pupils appreciate their significance. A worship team of volunteers play an active role in preparing the hall, writing prayers and leading aspects of worship. As yet they have not returned to planning and leading worship independently. The team evaluate worship, liaising with governors making improvements, such as using the colours of Christian seasons to highlight their importance. Class reflection spaces are established with pupils valuing writing different types of prayer to express their thoughts. Pupils have an age related understanding of the Christian idea of God as Father, Son and Holy Spirit. Planning is secure, although it is not always clear how themes are made relevant for all age groups. Most pupils enjoy coming together for worship, although some older pupils are less confident to articulate the difference worship makes for them.

Contextual information about the school

Date of inspection	23 May 2022	URN	143208
Date of previous inspection	20 March 2015		
School status	Voluntary controlled	NOR	216
Name of MAT/Federation	Diocese of Gloucester Academies Trust (DGAT) MAT		
Diocese	Gloucester		
Headteacher	Ian Williams		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is below national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is below national averages.		
Inspector's name	David Hatrey	No.	