

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Longfleet Church of England VC Primary School

Address Jolliffe Avenue, Poole Dorset, United Kingdom, BH15 2HF

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

Excellent

The impact of collective worship

Excellent

School's vision

'Life in all its Fullness'

The vision for our school is to promote excellence and academic rigour within a wider framework of spiritual, moral, social, physical and cultural development, which enables the children of Longfleet (CE) Primary School to flourish, so that they may experience 'life in all its fullness' (John 10:10).

Key findings

- Pupils and adults flourish because the deeply embedded Christian vision sings through every element of the life of the school. The biblical roots of this vision are not only known but understood and explained by pupils and staff. It is from this that all decisions are made and lives are transformed.
- Collective Worship is a vibrant demonstration of the vision in action. It is planned and sequenced across the week so the impact grows over time. Prayer and reflection are a natural part of every day. Pupils and staff take inspiration from this in good and bad times.
- Pupils flourish at Longfleet because of the radically inclusive vision. Barriers are broken down, so that all can find their passions and take them in to their life outside of school. Pupils and adults watch over each other in love, which is unprompted and strikingly normal.
- The school has woven itself into the heart of the community and built strong connections with a range of partners to ensure that all pupils and adults are supported to grow academically and spiritually. Staff feel truly valued.

- A well sequenced religious education (RE) curriculum and stimulating teaching ensure that pupils flourish in RE. However the subject leadership is not strategic and so it does not fully reflect the school's vision.

Areas for development

- Further develop the strategic leadership of Religious Education (RE) so that it has more powerful impact on the quality of learning across the school.

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

Longfleet is an excellent church school. The inspirational headteacher has worked with gentle determination to embed a clear understanding of the Christian vision of the school. This means that all staff and pupils explain in an age-appropriate way what it means to them. Many describe their desire to be filled with God's blessings so that they overflow into the lives of others. The abundant life that they all want is one where 'our bucket is full of good things so we can share them with others' (Year 4 pupil). To secure excellence for all, the governing body monitors the impact of the vision. They use these findings as part of their strategic planning. The vision for abundant life spills over into the way in which the school works within the Coastal Learning Partnership. It supports the flourishing of adults and pupils in the Trust and beyond. For example, the headteacher is providing much needed support to another church school in challenging circumstances. Longfleet is a radically inclusive school. All pupils, including those with special educational needs and disabilities (SEND) are cherished as blessings. All pupils and staff, no matter what challenges they face should experience 'life in all its fullness'. The voice of the child and the family is seen as key so that next steps in learning are relevant and realistically challenging. The team supporting those with SEND works with dedication and conviction to ensure that all can live 'life in all its fullness' in their learning and wider social development. Sports teams and clubs include all who want to take part. Every pupil who wants to represent the school will have an opportunity to do so in football or netball. So that during their time at Longfleet all can feel the pride of wearing the school colours. The lack of places in local specialist provision has led the school to develop its own bespoke curriculum for a small number of pupils with SEND. The deep understanding of 'life in all its fullness' means that leaders are focussed on creating the widest opportunities for all pupils. The leadership team communicates the explicit intention that every pupil should leave the school with 'a passion they can take away and use to help them build community wherever they go in life'. This means that there are sports, arts, and many other clubs. In particular the school orchestra numbers over 70 pupils. Again, the radically inclusive vision means that all can join the orchestra, including those who do not play an orchestral instrument. The percussion section is a vibrant expression of this, and high standards are achieved by all. This orchestra has performed at world class concert venues including the Bournemouth International Centre and the Birmingham Symphony Hall. Being part of Longfleet has a transformational impact on the lives of staff and pupils. Many staff speak with openness and conviction about the way in which the understanding and outworking of the vision in the school has changed them. Their mental health is promoted through careful planning of workload and the creation of a wellbeing space in school. As one teacher said, 'You see here that the world can be different and that makes you want to be part of that change'. Wisdom is a key value of the school and a critical means by which lives are transformed. The carefully constructed curriculum makes choices to develop knowledge, but that also lead to wisdom as defined in the book of Proverbs 2: 6. As one pupil said 'wisdom is about knowing things, but also making good choices. It is more helpful than just knowing stuff'. Pupils flourish at Longfleet because they seek to live out the vision of the school by showing kindness to themselves and others. Pupils delight in learning, and they show kindness and consideration as they play with their friends at breaktimes. The carefully chosen class reading books celebrate diversity. Pupils grow to see themselves as part of the rich tapestry of their community locally, nationally, and internationally. Collective worship is the focal point of every day and the golden thread of every week. It is carefully planned in close collaboration with the highly supportive local parish church and its staff. The understanding of themes builds over the sequence of class and key stage worship. The centrality of personal

reflection in these times of worship is commented on by staff, pupils and even those leading. All appreciate the time to really think about the stories from the bible and what they mean in their lives and actions. One staff member said, 'in all the frantic stuff of school, worship always gives you a chance to actually listen with your whole heart and mind'. Worship continues in regular invitational prayer times and reflection spaces in the classrooms and corridors. This rich culture of deep reflection runs through every aspect of the life of the school. It is because of this that the school community is equipped to face challenges. Pupils flourish in RE because the curriculum is carefully planned and sequenced using appropriate teaching resources. Pupils are immersed in religious and cultural experiences to strengthen their learning. Diocesan training supports staff in delivering interesting lessons in which Christianity is seen as a world faith. Pupils enjoy their learning in RE because it is challenging. The expert knowledge of teachers is presented in a clear way. Pupils value the opportunity to think about big questions. Teachers create safe spaces in which pupils can reflect on what they believe and why. The leadership of RE is undergoing change and there is not a sharp focus on the strategic development of the subject. This means that monitoring does not always have the desired levels of impact on pupil learning. The planned and sequenced global advocacy curriculum enables pupils to become powerful advocates for change within their community and beyond. As a result of a clear understanding of the vision, pupils understand that they have a voice, and they can choose to use it. For example, the Year 1 water justice project has led to pupils designing posters to promote saving water. They contacted the local hospital and now these posters are used throughout the building. Pupils have a dynamic and compassionate perspective on the world. The recent collection of items to support refugees from the conflict in Ukraine was entirely pupil led and organised. Longfleet is a school where pupils and staff are challenged and supported to live lives overflowing with blessings. They flourish because of this. This vision changes lives and transforms the community into a vibrant glimpse of the best the world can be.

Contextual information about the school

Date of inspection	26 September 2022	URN	142973
Date of previous inspection	13 May 2015		
School status	VC	NOR	630
Name of Multi Academy Trust or Federation	Coastal Learning Partnership		
Diocese or Methodist Circuit	Salisbury		
Headteacher	Nigel Helm		
Proportion of pupils deemed to be disadvantaged	Below National Average		
Proportion of pupils with special educational needs and/or disabilities	In Line with National Average		
Additional significant information (if needed)			
Inspector's name	Elizabeth Jeanes	No.	0981