

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Littledean Church of England Primary School	
Address	Church Street, GL14 3NL
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
<p>Loving one another, building each other up.</p> <p>John 13:34 and 1 Peter 2:5</p>
Key findings
<ul style="list-style-type: none"> • The well established Christian vision is at the heart of this school and clearly enables pupils and adults to flourish. • Curriculum provision and support to enable vulnerable pupils to flourish and make progress is a strength of the school. However, further work is needed to develop the school's shared understanding of spirituality across the curriculum. • Relationships across the school and within the community are strong. This is clearly attributed to the positive impact of the Christian vision and associated values. • Collective worship is a valued part of school life and is a clear expression of the Christian vision. • Pupils enjoy and value religious education (RE) lessons and talk with clarity about the importance this has in their lives. However, assessment systems are in need of refinement so that teachers have a more detailed knowledge of what, and how well, pupils learn.
Areas for development
<ul style="list-style-type: none"> • Sharpen systems to evaluate the effectiveness of the school as a Church school by leaders and governors to ensure pupils and adults continue to flourish. • Enhance the school's shared understanding of spirituality across the curriculum. This is to support pupils' spiritual development through providing them with meaningful moments for reflection. • Refine assessment systems in RE to further enable teachers to know what, and how well, pupils learn so all flourish in their RE learning.

Inspection findings

Littledean Church of England Primary is an inclusive, welcoming and nurturing school. The entire school community strives to build each other up through living out their Christian values.

Leaders and governors are clear how biblical teaching roots the Christian vision. They describe in detail the robust process they undertook to ensure it reflects the local context. This includes a clear rationale about why the previous vision was reviewed. Leaders articulate well how the vision informs and drives school development plans. Leaders and governors have developed secure systems for the monitoring of teaching and learning through a detailed system of self-evaluation and reporting. This ensures pupils continue to flourish academically. However, further refinement is needed on processes to evaluate the effectiveness of the school as a Church school.

The school effectively lives out its vision in partnerships. For example, during the COVID pandemic, a complex range of support measures were implemented for pupils and families. These included home visits, and delivery of physical resources. Parenting support and daily contact with families via text message to offer guidance and reassurance also had a positive impact. This support is clearly driven by the Christian vision and has a lasting and transformative impact on the whole community.

The Christian vision is at the heart of curriculum development. Leaders and governors have high expectations and aspirations for the school community. This can be clearly seen in school development planning. Leaders ensure the curriculum is relevant and exciting. For example, the Foresters' Forest initiative is integrated into the history curriculum. The school clearly lives out its Christian vision through its support for vulnerable pupils and those with learning difficulties. This support is a strength of the school. The systematic approach to identifying pupils' needs and providing timely therapeutic support is well developed and effective. Two members of staff are trained as Emotional Literacy Support Assistants (ELSAs) which has enabled a tiered system of support for pupils and their families to be developed. Furthermore, the mental health lead and trauma informed practitioner provides intensive support for those with the highest level of need. This range of intervention ensures no time is lost, enabling pupils to flourish. Parents are overwhelmingly positive about provision for all pupils. As one parent stated, 'the school goes over and above'.

Intentional and spontaneous opportunities for spiritual development throughout the curriculum are at an early stage of implementation. Leaders and staff recognise that opportunities for reflection and quiet prayer are in need of development. Work has recently begun on developing a shared understanding of spirituality so adults and pupils can grow and flourish. Diocesan training on an 'ows, wows, and nows' strategy and 'window, mirror, door' model is helping to shape the school's approach to spiritual growth.

Pupils engage in a range of social action and charity projects and have a well-developed understanding of their role as advocates of change. Most recently, a group of children wrote to the headteacher expressing concern for the deteriorating condition of the local area. This led to the creation of a group named the Carbon Footprints who are focused on fundraising to purchase litter bins for the community. Furthermore, this group is also striving to raise awareness of, and implement energy saving measures around the school. Pupils' proactivity has resulted in the school working towards an Eco-School Award. Pupils clearly articulate this work as being guided by the Christian vision as it shows love for one another and builds up the community.

Relationships between all members of the community are strong. Pupils of all ages behave



well. Pupils talk clearly about ways in which the curriculum develops their understanding of difference, diversity and respect. The Christian vision unites the team and is at the heart of leaders' drive for adults to flourish. Staff feel valued and supported. They appreciate the time and resources the headteacher dedicates to their wellbeing and continuous professional development.

Collective worship is at the heart of school life and is highly valued by pupils and staff. Worship is invitational and inclusive. Pupils value the time for reflection, time for stillness and considering how to apply the school's values to their own lives. As one pupil stated, 'Worship reminds us to treat people as you want to be treated yourself.' Online worship continued during the COVID pandemic. This kept pupils in touch with the school's values. A variety of Anglican traditions are well established ensuring children understand the different elements of Christian worship. This includes the Christian belief in the trinitarian nature of God as three candles are lit. This understanding is further enhanced by direct teaching from the local vicar. Links with a wide range of local church groups are very well established. This allows pupils to experience a range of worship styles and formats. Pre-pandemic, Open the Book worship was welcomed by all. Visits from local clergy have a positive impact and are appreciated and very much valued by pupils and staff. I-sing Pop worship is a particular favourite with pupils. In weekly celebration worship, pupils are given awards for achievements in learning and in recognition of living out the school's values. This brings the values to life and enhances pupils' understanding. Pupil worship leaders feel a real sense of ownership through their regular meetings with the headteacher to plan, lead and evaluate worship. This evaluation includes sharing how the worship has inspired them to action. Governors are actively involved in both supporting and monitoring the effectiveness of worship, ensuring it is a clear expression of the Christian vision.

Pupils speak warmly and enthusiastically about RE lessons. They value and know the importance of learning about Christianity and a range of faiths and beliefs. They recognise the need to deepen and broaden their views. Pupils give clear examples of how RE lessons help them to develop a range of values that are important for everyday life. Pupils are proud of their RE books and demonstrate strong subject knowledge. The RE leader ensures that curriculum planning is effective and supports progression across the school. RE teaching is given high value and high priority. The RE leader is proactive in seeking, attending and sharing appropriate training from the local RE hub and diocese. This ensures teachers are up to date with new ideas and teaching strategies. Effective monitoring systems ensure leaders and governors evaluate strengths and areas for improvement accurately. Assessment strategies are in place to enable teachers to know how well pupils learn. However, these are in need of development so that pupils flourish more effectively in their RE learning.

Littledean Church of England Primary is an inclusive school, where everyone is loved, valued and respected. Strong Christian leadership ensures every member of the community is built up to be the best they can possibly be, celebrating success in whatever form that takes.



Information			
School	Littledean Church of England Primary School	Inspection date	13 October 2022
URN	115631	VC/VA/Academy	Voluntary controlled
Diocese/District	Gloucester	Pupils on roll	93
Headteacher	Hayley McGoldrick		
Chair of Governors	Mike Barnsley		
Inspector	Christian McGuinness	No.	2113