

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Pamphill Church of England First School	
Address	Pamphill Green, Wimborne, Dorset BH21 4EE
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>'Shine like the stars as you hold on to the word of life' Philippians 2:15</p> <p>As a school community we want to shine through being people of love and courage. We do this as we hold onto Jesus' life and teaching where we see perfect love and courage. The 'Pamphill' behaviours are directly linked to these values and help all stakeholders live out those values.</p>
Key findings
<ul style="list-style-type: none"> • Pamphill Church of England First School is a welcoming and inclusive school where pupils, staff and families thrive. The recent rapid development of the school is clearly rooted in effective leadership promoting its biblically based Christian vision. • Collective worship is open, invitational and inclusive with some opportunity for spiritual flourishing. • Provision is made to support the spiritual development of pupils and adults. However, there is not a clear, shared understanding of spirituality that reflects its Christian vision. • The recently established RE curriculum is supporting the development of understanding around difference and diversity. This needs to be embedded across the wider life of the school. • Pupils are proud of living out the school's vision through its values as they contribute to their school and wider community. However, there are not sufficient opportunities to identify and challenge injustice.
Areas for development
<ul style="list-style-type: none"> • Develop and share an enhanced understanding of spirituality that is rooted in its Christian vision to enable spiritual flourishing of pupils and adults. • Enhance pupils' understanding of difference and diversity by embedding the good practice identified in recent RE curriculum planning into the wider life of the school, equipping them to be global citizens. • Encourage pupils to be more active in identifying injustice so that they can become proactive agents for change.

Inspection findings

Since joining the Wimborne Academy Trust (WAT) in October 2020 Pamphill Church of England First School has been on a journey of rapid development driven by its Christian vision and values. It has been transformed from a school with a falling roll to being heavily over-subscribed. A parent accurately describes Pamphill as ‘a happy school with happy children’. Leaders at all levels articulate how they have used the vision of ‘shine like the stars as you hold onto the word of life’ to shape their school improvement and monitoring strategy. The choice of the underpinning values of love and courage has been effectively used across the school and its community to promote the vision. Pupils and their families confidently discuss how the ‘Pamphill’ behaviours, linked to the Christian values, are rewarded across the school. The use of the class dojo system enables instant feedback to families, encouraging daily dialogue at home about the school’s Christian values. Pupils talk readily about why it is important that they are ‘a school full of love and courage’. This clearly influences the confidence and engagement that is palpable around the school.

In implementing the school’s vision, the headteacher and academy committee have worked tirelessly to establish an environment where pupils and adults flourish. There are excellent partnerships with the local community including WAT, the Diocese, local churches and the National Trust. The headteacher is well supported by WAT. He has benefitted from the diocesan headteacher induction programme as well as the CEFEL NPQH provision. Academy committee members visit the school regularly for meetings and focussed learning walks. They know the school well. Church school distinctiveness is a standing item on their agenda, they rigorously monitor school improvement and the impact of the school’s vision.

In living out its vision school leaders are determined that each pupil, and their family, is known well. This enables effective support to be provided for vulnerable pupils and those with learning needs. The WAT inclusion lead provides on-going advice as necessary to enable access to specialist services. The curriculum and extra-curricular activities are carefully planned and make the best use of the school’s rural setting. The provision of Forest School, in partnership with the National Trust, provides inspirational opportunities for pupils and staff to develop a real appreciation for the environment and creation. As a result, pupils are clearly flourishing.

Opportunities for the personal development of pupils are planned carefully across the school. For example, the headteacher ensures that every pupil takes a leadership role to enable them to develop self-confidence and self-esteem. All pupils and adults are treated with dignity and respect as the underpinning values of love and courage are lived out throughout the school day. Pupils often nominate each other for recognition for promoting the Christian values in social time. Pupils feel safe and know that they can share any concerns in a variety of ways including a ‘worry box’ in each classroom. They are clear about what bullying is and feel confident that the school deals with any incidents, within the context of love and courage. Pupils talk enthusiastically about engaging with local causes such as the foodbank. They are aware of the need to protect the environment and to take make a difference through their recycling programme. The development of a partnership with The Emily Collins School in Kisoro, Uganda is beginning to enable pupils to discuss issues on a global basis. However, pupils do not act independently to identify areas of injustice and thereby act as agents of change.

Staff across the school flourish since they feel supported professionally and personally. They identify that the headteacher has provided them with the courage to be themselves and to thrive. By following his example, they act as role models of love and courage to pupils. Personal and spiritual support from the local incumbent, an academy board member, makes a real difference to the well-being of staff. The school is at the centre of the community providing hope in times of challenge.

Collective worship is open, invitational and inclusive. Clear links are made to the school's vision with an emphasis on the underpinning values of love and courage. Pupils generally respond well, participating in responses, discussion, singing and prayer. Partnership with local clergy and 'Open the Book' group is strong. Pupils and staff value collective worship. They talk with great enthusiasm about returning to the local church for services following the relaxation of pandemic restrictions. Parents place great value on collective worship and its impact on their families. They would also welcome the opportunity to be part of the reintroduced church services, indicating the impact collective worship has on their spiritual flourishing. Pupils lead aspects of collective worship such as prayer. They evaluate collective worship through the collation of a 'Worship Book'. However, in its current form this practice forms a distraction during quieter parts of the worship. Invitational prayer and some quiet reflection are built into collective worship. However, there is a need for the school understanding of spirituality to be developed beyond the concepts of 'awe and wonder' and big questions. This will enable collective worship, and the wider life of the school, to be used effectively to enable deeper spiritual flourishing of pupils and adults.

The school's RE lead has contributed to a new curriculum that has been co-produced across WAT with support from the diocese. It is well planned, enabling the school's vision to be lived out whilst facilitating confidence in non-specialist teachers. Pupils are focussed in lessons and good use is made of questioning to enhance understanding. As a result, challenging, active and varied lessons ensure that pupils flourish in RE. For example, a KS1 class were enthusiastically engaged with a demonstration of a Shabbat meal. Pupils demonstrated a rich knowledge and understanding of Christian belief when discussing Christian festivals and recent work on the trinitarian nature of God. They talk confidently about how they are developing an understanding of world faiths including Judaism and Islam. The RE curriculum is beginning to have a clear impact on the lives of pupils and their understanding of difference and diversity. However, there is not a holistic and secure understanding of difference and diversity across the school.

Information			
School	Pamphill Church of England Voluntary Controlled School	Inspection date	16 January 2023
URN	147893	VC/VA/Academy	Academy
Diocese	Salisbury	Pupils on roll	71
MAT	Wimborne Academy Trust		
Headteacher	Mike Wheeler		
Chair of Trust Board	John Kingston		
Inspector	Nicki Edwards	No.	