

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Little Munden Church of England VC Primary School	
Address	Church Lane, Dane End, Ware, SG12 0NR
School vision	
<p>Our vision 'Building Good Foundations' (Matthew 7 V24) is for learning, but also for life. We aim to help children develop good foundations in terms of their values, beliefs, relationships and attitudes so they are able to achieve the things in life that they want to.</p>	
School strengths	
<ul style="list-style-type: none"> • Although the school's Christian vision is relatively new, it is well known and understood by pupils, staff and governors. It is underpinned by clear theology and matches the school's context. • Collective worship is central to the life at the school. It follows Anglican tradition and builds good foundations for pupils' spiritual experience. Pupils, staff and parents enjoy and value the time together. • The school's emphasis on Christian values ensures relationships at all levels are overwhelmingly positive. There is a strong sense of belonging amongst all stakeholders. Pupils and staff are proud of their school and the opportunities offered to build good foundations. Parents know their children get off to a good start at this school. • RE is a strength of the school. It is carefully planned, ensuring pupils leave the school with a secure understanding of the core beliefs of major world faiths. They know they will use this learning in their future lives. • The school's vision drives all its work. Staff know their pupils well and are determined they should build good foundations in all aspects of their lives. As a result, individual needs are well met and everyone is enabled to flourish. Pupils understand some people need different things and are respectful and supportive of each other. 	
Areas for development	
<ul style="list-style-type: none"> • Provide more opportunities for pupils to engage spontaneously with spirituality at different points in the school day. This will enable pupils to reflect on and respond to moments of awe and wonder as they arise. • Involve pupils in the planning, delivery and evaluation of collective worship. This will enable them to contribute their own ideas and enhance their experience of worship. 	
Inspection findings	
<p>Little Munden is a school which emanates joy and purpose in all its work. Its vision, to build good foundations for all, ensures pupils and adults flourish. The school and church are closely linked and form the heart of their village community. The school has a proud history of service. Some pupils are the fourth generation of their families to attend.</p> <p>The school's vision was revised on the appointment of the headteacher. Its theological underpinning is clear and relevant to the context of the school. It is designed to withstand change as the village</p>	

community continues to evolve over time. The school's work is based entirely on its vision to give their pupils a good start in life. Leaders at all levels use it to evaluate their work and make adjustments according to need. Pupils and staff know the vision, the parable on which it is based and how it applies to them. Pupils sing their unofficial school song with great enthusiasm, enabling younger pupils to absorb its meaning. Parents know their children get off to a good start and credit the staff for supporting them.

Teaching pupils about Christian values is an integral and effective part of the school's work in preparing pupils for the future. The school's 12 core values are mapped out across a two year cycle. This ensures each value is encountered four times in each pupil's eight year journey through the school. Pupils understand the current value, what it means and why it is important. Older pupils can reflect on previous values and how they have used them. For example, using the value of respect to challenge and raise awareness of gender stereotypes. As a result, they are well prepared for the future.

Leaders' have built a close knit team who work hard on behalf of their pupils and actively support and encourage each other. The school's Christian vision applies to everyone. Consequently opportunities for staff development are strong and relationships at all levels are overwhelmingly positive. Adults model the school's chosen values and recognise pupils who do the same. Parents report the support from staff to be invaluable, 'Everyone wants the very best for all our children.' This is evident in the way academic support is carefully planned. Pastoral support is implemented according to individual needs, enabling those who need it to flourish. Leaders take wellbeing extremely seriously. Governors have made long term strategic decisions which balance work and home life for all staff.

Leaders at all levels carefully monitor how well their pupils are flourishing. Teachers ensure pupils have what they need to thrive, socially and academically. As a result, pupils understand they are all unique. They talk with compassion about their friends' needs. They know that if another pupil receives something different, that is because it will help them. They believe this to be fair because they understand the importance of treating people well. Good support is put in place for pupils with Special Educational Needs and Disabilities. Teachers adapt tasks so all pupils can access and demonstrate their learning. They liaise closely with external professionals and make judicious use of resources for support. This ensures even pupils with the most complex needs experience success on which they can build further in time.

Collective worship is an integral part of the school's day. Pupils and staff look forward to it as a time to come together, to reflect, pray and praise God. It is inclusive and invitational and follows Anglican tradition. Older pupils confidently read passages from the Bible. Pupils of all ages prepare prayers, which they share naturally. Singing is important to all as a means of worship and praise. The very youngest pupils feel able to express themselves freely, for example, by waving a pumpkin during Harvest Festival. In-school worship is well supported by the vicar and church leaders. As a result, pupils know and discuss key Bible stories and how these relate to their own lives. Leaders recognise the importance of pupils leading worship and pupils are keen to take on this responsibility.

Opportunities to explore spirituality are carefully woven into the curriculum. Older pupils can define what spirituality means to them and where they have encountered it in their learning. They can describe previous learning experiences which have made them connect with and think about big questions. Unstructured opportunities to explore individual spirituality are less well developed and so are less spontaneous. Pupils make connections with spirituality when prompted by adults but are not doing so independently.

Pupils have a strong understanding of fairness and justice. They know the difference between right

and wrong and are keen to ensure their school is a harmonious place. Behaviour is excellent with 'Munden Manners' a cornerstone of the school's work on personal development. Pupils know that there will be times when they don't agree. They know when to seek support from an adult to help settle their differences. They understand what constitutes bullying but report it to be exceedingly rare. Older pupils are aware of injustice in the world around them and are keen to challenge it. For example, they know about issues of accessibility and seek to take action to raise awareness. Younger pupils know they can do small things to make a big difference, for example by recycling or supporting the local food bank. They see this as creating a better future.

Religious education (RE) is a strength of the school. Great care has been taken to redesign the RE curriculum, using external support, to make sure it meets requirements. It is challenging, well sequenced and offers teaching in a diverse range of beliefs. Carefully selected resources support this planning, ensuring consistency across the school. This work is now being used as a model for other local schools. Pupils look forward to their RE lessons. These are currently taught by the RE leader as a model for class teachers, supporting their professional development. Pupils are confident to share the work in their books. They are proud of their learning and enjoy being challenged to 'think hard'. Younger pupils' learning is displayed in the classroom and they talk confidently about what it means to them. Pupils are fascinated to learn about a range of world faiths. They can describe the similarities and differences between them. Some pupils are able to use their learning from RE to decide what they believe for themselves. They know this learning will be important to their future lives.

The inspection findings indicate that Little Munden Church of England VC Primary School is living up to its foundation as a Church school.

Information			
Inspection date	28 September 2023	URN	117402
VC/VA/Academy	Voluntary controlled	Pupils on roll	73
Diocese	St Albans		
MAT/Federation			
Headteacher	Laura Hale		
Chair	Susie Howard		
Inspector	Victoria Burgess	No.	2139