

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Pimperne Church of England VC Primary School	
Address	Newfield Road, Pimperne, Blandford Forum, DT11 8WF

School vision
“As each one does their part, we grow in love”, taken from Ephesians Chapter 4, verse 16.
School strengths
<ul style="list-style-type: none"> • The vision of the school is clear, compelling and understood by all. It drives the decisions of all leaders and shapes the community of the school. • Collective worship is innovatively planned and inspirational. It builds in the weekends so that pupils can reflect on key themes with those who care for them and bring these ideas back into school. • As a result of the vision, each member of the school knows that they have responsibilities as well as rights. This has created a vibrant culture of justice and care. • Pupils and staff ‘grow’ at Pimperne Church of England VC school because time is taken to get to know each person as an individual. Relationships at all levels are strong and this means that people flourish.
Areas for development
<ul style="list-style-type: none"> • Develop opportunities for pupils to reflect spiritually during the school day. This will enable pupils to consider and respond to moments of awe and wonder as they arise. • Provide more opportunities, across the curriculum, for pupils to consider ethical choices in their lives. • Develop subject specific continuing professional development in religious education (RE). This will ensure that all teachers are equipped to implement the well-sequenced curriculum.
Inspection findings
<p>The school has developed a vision that is entirely taken from a key phrase from St Paul’s letter to the Ephesians. This short extract is known and understood throughout the school community. Right from the start of Reception, pupils start to explore what it means to grow in love and do their part. Pupils and staff explain that the ‘love’ they pursue is one of care, sharing and empathy. Growth is described in terms of the development of mind and spirit. The image of the tree is particularly well-used to communicate this concept. On entry to the school, each pupil makes a leaf cast of their hand, which is displayed on tree displays in the library. When they move on, the leaf goes with them as a reminder of how much they have grown. The school gathers pupils from a wide geographical area. After the years of COVID 19 separation, leaders have used the school’s vision to build community. This binds together pupils, staff and the wider village. Leaders at all levels, including those responsible for governance, anchor decision making on the vision. Governors reflect on the vision in their meetings and make sure that they are well-trained. They accurately evaluate the</p>

impact of the vision on the lives of adults and pupils in the school.

Pupils at Pimperne are 'Switched On' (an acronym of key approaches to learning) to an interesting curriculum that goes beyond the academic. Pupils are rightly proud of the way that they learn to 'stick with it' when learning becomes hard. As one Key Stage One pupil commented, 'If you don't keep going you will never know what you can do.' Strategies to support those with additional needs are referred to as 'roots and fruits plans'. These are personalised and focus on small steps of growth based on individual starting points. Leaders check that the curriculum is having the desired impact on all pupils through regular monitoring. This focus ensures that the vision-led curriculum is benefitting all, especially those most vulnerable. At present, there are limited opportunities for pupils to reflect spiritually on learning in the classroom. As a result, some of the big questions of life are not explored as fully as they could be.

Collective worship is the starting point for each day and builds a clear sense of community within the school and beyond. Prayer is part of the routine of each day and allows space for deep reflection and spiritual growth. Pupils often talk to their family members about practising gratitude at meals times through prayer. The school has developed an innovative approach to the planning and delivery of collective worship. New themes are started on a Thursday and extend over the weekend. This means that pupils are encouraged to talk about the issues and ideas raised with their families. They undertake these conversations with enthusiasm and this deepens their understanding of Christian worship. Pupils recognise it as happening, not just in church or the school hall, but also in 'normal' life. Worship is inspirational and allows space for people of all faiths and none to come together. The local 'Open the Book' team has developed a regular slot in the worship plan. Pupils recall key stories from the Bible because of their work. The school is also supported by members of the local parish church and retired clergy. They come in often to share worship and these links have poured out into the community through intergenerational activities. Pupils are now courageous advocates against rural isolation and loneliness. They take part in activities led by the church members and write letters to older members of the community. These are warmly welcomed. Foundation governors and pupils monitor worship. Leaders have used this information to develop a clear planning tool which supports the design of engaging collective worship.

'Each one does their part' has been used to create a culture in which pupils gain a clear understanding of justice and shared purpose. Positive behaviour is rewarded through the collection of team points that build towards shared experiences. This has changed the conversation about behaviour to one where the importance of responsibilities towards each other is common. Leaders ensure that the mental health of all is prioritised. Staff are supported by the ethos of care created by leaders at all levels. Interventions are put in place for those who are encountering challenges and these extend beyond the school gate. Families are welcomed by staff every day and, as one parent commented, 'They notice us, and they care for us too.' Leaders ensure that outside agencies are introduced to families right from the start of Reception. This means that, in this rural area, the school has become a hub in which all can do their part and grow.

Roles of responsibility are important to the way in which pupils elect each other to 'do their part'. Pupils use these positions to lead changes in the school. For example, pupils learnt about plastic pollution in lessons. They organised a campaign and now school milk is given out in reusable cups. As a consequence, the amount of single-use plastic has been radically reduced. Pupils are less confident in how to approach wider ethical issues. This is something that has not been part of explicit teaching in school.

RE is well-planned and sequenced so that pupils learn a diverse and relevant curriculum. Pupils can recall a range of information about the religions and worldviews they have encountered. They know that RE is a safe space in which they can discuss their ideas openly. They are proud of their

achievements. RE is given a high priority within the school and leaders and governors regularly talk to pupils about their experiences. Leaders take part in local and national RE networks. This enables them to gain a solid understanding of key developments in the subject. In some areas of RE staff do not have secure subject knowledge. As a result, they do not present information as clearly as they could. This means that some common misconceptions are not addressed swiftly.

Pupils and adults form a strong community in Pimperne Church of England VC Primary School because of its clear and compelling Christian vision. The community has strong roots and, like the tree that symbolises the vision, this community flourishes because of loving care.

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

Information			
Inspection date	5 December 2023	URN	113774
VC/VA/Academy	Voluntary controlled	Pupils on roll	190
Diocese	Salisbury		
MAT/Federation			
Headteacher	Fiona Waller		
Chair	Jacqui Torrance		
Inspector	Elizabeth Jeanes	No.	981