



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lymington Church of England Infant School	
Address	Avenue Road, Lymington, SO41 9GP
School vision	
<p>Our core Christian values of love, courage and respect shape everything we do. We support children to become happy, confident and fulfilled individuals who build positive relationships. We help them understand and make a positive contribution to our diverse and rapidly changing society, and to challenge injustice in the world.</p>	
School strengths	
<ul style="list-style-type: none"> • Leaders clearly articulate the school’s Christian vision and its biblical underpinning. They ensure that it is used as a driving force for decision making. As a result, the vision truly benefits the school community. • Leaders monitor and evaluate effectively with in depth knowledge about the school. They support the school both in strategic decision making and day to day management. This leads to strategic self-evaluation and effective actions to secure outcomes for pupils. • The vision inspires a deeply nurturing culture where wellbeing is a priority. Consequently, staff and pupils are treated with love and respect which builds self-belief and courage. • Effective leadership in religious education (RE) has revitalised the subject, leading to enthusiastic engagement. Consequently, pupils demonstrate a strong depth of understanding. • Collective worship is well planned and organised. Pupils are given meaningful opportunities to participate in an age-appropriate way. 	
Areas for development	
<ul style="list-style-type: none"> • Strengthen pupils’ ability to verbalise their own prayers and reflections. This is to embed their ability to express personal spirituality at an age-appropriate level. • Further empower pupils to see themselves as actively connected to the world beyond their local area. This is to strengthen an appreciation of diversity and to challenge injustice with a global perspective. 	
Inspection findings	
<p>The Christian vision, and it’s biblical underpinning, is fully embedded and understood. Robust systems ensure that monitoring informs strategic decisions. Therefore, leaders have an in-depth knowledge of the school. Consequently, self-evaluation is accurate and effective. Staff and governors work with selfless dedication and enthusiasm. At governors meetings, actions are driven and evaluated in line with the vision to reflect the school’s strong Christian foundation.</p> <p>Rich learning stems from the vision, offering opportunities for all to flourish. Links to the inspiring location of the New Forest and the coast make learning relevant and exciting. There are termly</p>	

milestones for year groups in each subject which ensure progression. Staff make effective provision for pupils with special educational needs and disabilities (SEND) or those who are disadvantaged. Music, cookery and outdoor play enhance engagement with learning. There is a clear definition of spirituality making it intrinsic to the curriculum. Consequently, staff seize both spontaneous and identified opportunities for spiritual development. For example, exploring ice and cloud watching. The wonder of creation is experienced through planned engagement with tadpoles, butterflies and hatching chicks. Therefore, pupils are aware of the beauty of nature. Extra-curricular activities such as messy church, art club and the Robin's choir also facilitate spirituality. As a result, pupils gain a better understanding of self, others, the beauty of nature and beyond. However, the way pupils express their reflections are less well developed.

Through worship, connections are made to the vision and the values of love, courage and respect. Consequently, pupils link the vision to themes and understand the messages of a core of Bible stories. Worship is carefully planned to allow for participation, reflection and celebration in which pupils readily engage. The Trinitarian nature of God is represented and understood by lighting three candles. Daily worship offers important opportunities to enhance the spiritual growth of all. A strong partnership with the local church is mutually beneficial. The Robin's choir regularly enhance community events in the town. This involvement in the community is spiritually uplifting to people of all ages. Pupils have dedicated time in worship to contemplate current affairs. For example, reflecting on the exploitation of the natural world and poverty develops their sense of injustice. They explore questions thoughtfully such as, is it always right to forgive? A growth mindset is encouraged, and all responses are valued. The worship group are given age-appropriate tasks such as monitoring worship and leading a class worship. Pupils compose prayers using the simple structures of saying please, thank you and sorry. However, there is further scope to enhance self-initiated prayers and reflections to express individual spirituality.

Pupils are taught to be kind and considerate and consequently demonstrate excellent behaviour. School ambassadors model this, wearing a special sweatshirt with pride. The impact of the vision is seen in relationships which instil love for one another. Library books reflect our diverse modern society and engender respect for all. Links with the local community are strong. Pupils enjoy hosting local care home residents at community teas in school. These interactions develop greater understanding between generations. For example, using microphones to accommodate the hard of hearing. Leaders are deeply mindful of good wellbeing for all, linking this to the vision. Staff feel appreciated through receiving support with their wellbeing. This creates a caring culture where staff are valued. As a result, staff go above and beyond in their support for the school. The behaviour policy embraces restorative justice. Consequently, pupils look for a solution rather than blame. They learn empathy which shapes, and improves, their actions in line with Christian teachings. Furthermore, leaders hold regular surveys to gather the views of pupils, parents and staff. These surveys lead to actions to secure improvement. For example, the provision of special 'golden ticket' days to enhance staff wellbeing. Staff and governors successfully model biblical principles of Christian love, supporting pupils to be confident, happy and fulfilled.

Inspired by the vision, pupils engage enthusiastically with leadership roles such as health and safety, school council and eco team. This develops their sense of responsibility and stewardship. In addition to fundraising for charities, pupils are actively involved in an accredited scheme to develop citizenship. The school is rightly proud of achieving a bronze award in recognition of this work. School leaders have made effective changes to the curriculum to better facilitate awareness of global issues. For example, reception pupils investigate Fairtrade products and can articulate why it's important to buy them. As a result, they encourage others to make ethical choices. Year 1 pupils learn about endangered animals and the work of the World Wildlife Fund. Year 2 pupils study coastal erosion. Consequently, pupils are eloquent in their understanding about conservation. The eco team engage with a national programme to promote more sustainable forms of travel such as 'bling

my scooter' day. As a result of various consultations, including with pupils, the school has a successful 'park and stride' scheme. This is evidenced by a further bronze award for sustainable travel and an 'eco-award' to celebrate the ecological achievements of pupils. They speak enthusiastically about their involvement in these schemes, such as through tree planting and litter picking. Thus, curriculum links enable pupils to appreciate that their voice and actions have impact. The school is raising awareness of world-wide environmental issues. Pupils' postcards regarding climate change were sent to world leaders at the recent COP26 meeting. This was along with prayer boats, expressing pupils' hope and fears. However, many of these actions are not initiated by pupils. This limits their understanding of being independent advocates for justice and responsibility with a global perspective.

The RE curriculum is a strength and in line with expectations for a Church school. Subject leadership is strong and RE is thoughtfully sequenced throughout the age range. A creative approach through the expressive arts facilitates engagement. As a result, planning is effective, and pupils demonstrate their knowledge and understanding in an age-appropriate way. The school benefits from support and training for their RE curriculum through the local diocese. Leaders ensure that staff have a secure understanding of Christianity. This ensures that their teaching gives greater depth to pupils' knowledge of the Christian faith. Curriculum plans have been revitalised by the introduction of a study of Hinduism alongside Christianity.

Effective teaching in RE results in pupils making good progress from their starting points. Leaders ensure that the monitoring of RE is robust. For example, learning walks, reviewing books, pupil conferencing and assessment take place on a schedule. This leads to effective evaluation regarding the quality of teaching and learning in RE. As a result, RE is more interactive. Furthermore leaders choose for pupils to study Hinduism instead of Judaism. This provides greater contrast with Christianity. Pupils have an age-appropriate understanding of both religions. They speak with confidence about their learning from Christian and Hindu visitors. Pupils appreciate that Christianity is a global, world faith. They have a deep understanding of core Christian concepts. Leaders provide guidance for staff on what constitutes higher level thinking skills in RE. This ensures that pupils are challenged to respond with deeper knowledge and understanding.

These inspection findings indicate that Lymington Church of England Infant School is living up to its foundation as a Church school.

Information			
Inspection date	18 January 2024	URN	116365
VC/VA/Academy	Voluntary aided	Pupils on roll	174
Diocese	Portsmouth;Winchester		
MAT/Federation			
Headteacher	Julia Morris		
Chair	Veronica Crowley		
Inspector	Amanda Brockway	No.	2214