

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St George's Church of England Primary School, Langton Matravers	
Address	High Street, Langton Matravers, Swanage, BH19 3HB
School vision	
<p>Live Learning; Love Learning. Enabling our community to live life in all its fullness. Rooted in John 10:10-16</p>	
School strengths	
<ul style="list-style-type: none"> • The school's Christian vision determines and shapes the rich learning experiences that leaders provide. This supports pupils to develop a love of learning and embrace 'life in all its fullness'. • This is a place of welcome, where priority is given to treating one another with care, dignity and respect. The associated Christian value of 'togetherness' lies at the heart of this small school and creates a strong sense of community among pupils, staff and parents. • Leaders empower and equip pupils to make a difference within their school and local community, supporting 'life in all its fullness'. As a result, pupils confidently engage with, and initiate, positive change within their local area. • Religious education (RE) is led well and is rightly given high regard within the life of the school. Pupils see it as an important academic subject and enjoy learning about a range of world faiths. This is beginning to prepare them for the world beyond their local community. • The worshipping life of the school is well supported by members of the parish church and local clergy. Together they make a valuable contribution to the spiritual flourishing of pupils. 	
Areas for development	
<ul style="list-style-type: none"> • Strengthen and embed leaders' understanding of the biblical underpinning of the school's vision so that the connection between them is more fully understood and deeply rooted. • Embed the assessment system in RE, using it to identify the next steps in pupils learning and inform future planning. • In line with the trust's vision, 'broaden the pupils' horizons' by empowering them to challenge injustice and make a positive difference within their wider world. 	
Inspection findings	
<p>St George's Church of England school is a warm and welcoming village school, serving the pupils in Langton Matravers and its surrounding villages. School leaders know their community well and aspire for pupils to develop a 'love of learning' and experience 'life in all its fullness'. Their inclusive and inspiring vision is rooted in John 10:10 and aligns well to their trust's vision 'broadening horizons together'. It shapes the rich curriculum offer and makes excellent use of the local area of Purbeck, particularly for visits and residential trips. Pupils enjoy participating in local events that</p>	

are unique to the area such as the Purbeck Arts Week Festival. They immerse themselves in Forest School which supports their spiritual flourishing. Music, dance and sporting activities are plentiful and are strengthened through membership of the Purbeck Sports Partnership and collaborative working with other local schools. All these opportunities enable pupils to 'live learning; love learning' beyond the classroom. The school's vision makes a positive impact on the flourishing of pupils. However, not all leaders have a deep knowledge or understanding of its' biblical underpinning. The local governing body have clear mechanisms in place to monitor the effectiveness of the school's vision through the SIAMS working group and regular visits to the school. As a result, foundation governors know their school well and make a valuable contribution to its' Christian character.

Leaders encourage and equip pupils to make a difference within their school and local community. Pupils serve as sports ambassadors, initiating and distributing playtime awards to identify and celebrate positive behaviour in the school playground. Members of the school council and eco council recently attended a community meeting to discuss building work taking place next to the school. They raised concern about excess dust in their playground and consequently the builders agreed to take appropriate action. Pupils are passionate about taking care of their local area. They enjoy making a difference, for example, by engaging in projects such as 'Love Langton Litter Campaign', encouraging residents and visitors to protect the local area. However, they do not have sufficient opportunities to broaden their horizons and challenge injustice in their wider world.

Leaders are ambitious for all pupils to thrive. They provide appropriate levels of support and challenge to enable them to flourish. They make good use of external agencies to support pupils with specific needs. Parents appreciate the sensitive and thoughtful manner in which they care for pupils with more complex needs. They recognise the 'dramatic flexibility' shown, and willingness to go 'above and beyond' to provide the right support for their child. The mental health and wellbeing of pupils and adults is of great importance. The approach and support for this is shaped by the school's vision and supporting Christian values of love, compassion, respect and togetherness. These values are well known and understood by the school community. Pupils, staff and parents are united in their sense of belonging and 'togetherness'. They are proud to be part of this loving community and enjoy coming together for events such as 'Love Your School Day' to work on projects such as developing the library and school grounds. This is a place of welcome where pupils and adults are treated with care, dignity and respect.

School leaders and staff are well supported by the Diocese of Salisbury and the Coastal Learning Partnership who provide training and support. This is helping to develop a learning culture within the school which is enabling staff to flourish. As a result, they readily share personal examples of how they are thriving as a result of being part of this community. Clergy from St George's Church and neighbouring churches contribute to this 'life enriching ethos' by supporting the spiritual flourishing of both adults and pupils within the community. Parents appreciate the opportunity to join pupils and staff to celebrate key Christian festivals in church and describe it as 'an extension to the school'. Collective worship is carefully planned, and leaders listen to, and value, the views of pupils. Consequently, pupil worship leaders have been appointed. A sacred space, incorporating a cross and candles, has been thoughtfully created in the school hall to support worship. Opportunities for reflection encourage pupils to stop and think about their own lives. For example, after one specific act of worship, an older pupil shared how he was inspired to make a difference by one day serving in the army or RAF. A class worship book also encourages moments of reflection by providing a place to record individual thoughts, feelings and beliefs in response to collective worship. This supports pupils in developing their own worldviews.

Leaders have explored different ways in which the curriculum can further support the spiritual flourishing of pupils. As a result, training has been provided for staff, and a shared language and

approach has been developed. This was initially used within the context of collective worship but has now been extended to use within the classroom. Consideration has been given to how the environment can better support spiritual development. Each classroom has a reflection area with an interactive prayer tree where pupils can write and hang their own prayers. A spiritual garden has also been developed. Pupils appreciate these quiet spaces in which to be still, pause and reflect.

RE is given high regard within the life of the school. This is reflected through the decision made by the local governing body to move the teaching of RE into the morning timetable. Pupils see it as an important subject and 'love learning' about a range of world faiths. They understand that it helps prepare them for the wider world in which they live. They particularly enjoy the way in which teachers make their learning more engaging through, for example, listening to a Christian scientist share her views on creation. Pupils' engagement is further enhanced through carefully planned visits to the church to support the delivery of some units of work. Religious education is led well. Secure leadership and an effective curriculum enable pupils to make good progress in the subject. Strong support and training is accessed by the RE leader from both the diocese and other church school leaders within the trust. As a result of this collaboration, a new assessment system has been implemented. Being in its infancy, teachers are not using these assessments to identify next steps for pupils learning nor inform future planning. A different approach to marking the work of older pupils is being piloted. This clear and targeted feedback is making a positive impact by encouraging pupils to think more deeply about their learning.

The inspection findings indicate that St George's Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	18 January 2024	URN	150428
VC/VA/Academy	Academy	Pupils on roll	75
Diocese	Salisbury		
MAT/Federation	Coastal Learning Partnership		
Headteacher	Katy Astle		
Chair	Louise Ellis		
Inspector	Jayne Pavlou	No.	628