

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Langford Budville Church of England Voluntary Controlled Primary School</b>	
Address	Langford Budville, Wellington, Somerset, TA21 ORD

<b>Vision</b>
<p>‘Roots to grow, wings to fly.’</p> <p>Together, there are two lasting bequests we can give to our children, one of those is roots, the other, wings. Inspired by Psalm 1 and Isaiah 40: 30-31</p>
<b>Strengths</b>
<ul style="list-style-type: none"> <li>• Leaders and staff work hard to ensure that wellbeing is a strength of the school. Central to this is the bespoke support and care for pupils who know they are valued as individuals. Wellbeing for all is a clear priority, to support the ‘roots to grow’. There is effective provision, resourcing and support for pupils and adults for positive mental health.</li> <li>• The revitalised relationship with the church provides spiritual and pastoral support for the school and church community.</li> <li>• Driven by school leaders’ commitment and hard work, community events are supporting the development of trusting partnerships, following turbulent times. The school is becoming an important part of the village again as mutual respect is growing.</li> </ul>
<b>Development points</b>
<p>Langford Budville Church of England Primary School is not meeting all of the requirements expected of a Church school. Therefore leaders should, as a priority, take the following action.</p> <ul style="list-style-type: none"> <li>• Establish a clear and shared understanding of the theological underpinning of the vision. Once this work has been carried out, leaders should then use the vision to drive school improvement, so pupils have ‘roots to grow and wings to fly’.</li> <li>• Establish a shared understanding of spiritual development, in the context of being a Church school. Once established, leaders should then plan opportunities for spiritual development across a vision-led curriculum, so pupils may flourish spiritually.</li> <li>• Ensure that those leading worship have a secure understanding of the nature of collective worship in a Church school setting. Once this is in place, leaders should then develop effective planning, monitoring and evaluation of worship so that pupils and adults are enabled to flourish spiritually.</li> <li>• Support pupils to confidently challenge injustice. As part of this work, leaders should assist pupils to focus within and beyond their local community, enabling them to take action, make a difference and have ‘wings to fly’.</li> <li>• Improve the RE curriculum and equip staff to deliver a high quality and inspiring curriculum. It will then be possible to challenge and engage pupils through the exploration of core concepts and questions.</li> </ul>

## Inspection findings

Langford Budville Church of England Primary School provides care and support for all, following a period of instability and turbulence. The newly established leadership and staff team work tirelessly and nurture everyone in the school. Pupils and parents are reassured by the commitment of the leadership and staff team. Recent significant support from the Moorland Federation helps to ensure that it is a place of safety where everyone is cared for. This is rooted in the school's values of trust and respect. However, leaders are not clear how the values are an expression of the school's vision. Leaders have introduced the vision, though it is not within the context of being a Church of England school. Whilst there is some biblical underpinning, it is not fully understood or used to drive strategic or everyday decision making. The school is seeking to 'grow roots' and establish itself at the heart of the community, supporting all to flourish. The local church recognises that 'growth is happening'. However, leaders and staff are not able to confidently discuss what the Christian vision means and do not use it to drive school development.

The school's vision is not reflected in the development of the curriculum and therefore is not at the heart of all learning. Some thought is given to the sequencing of topics linked to the school's values. The introduction of more clubs reflects the desire for pupils to develop their interests so they may 'grow' more skills. Time for reflection and stillness is an important feature of forest school provision. Opportunities to respond to nature, for example pupils writing their hopes or prayers on leaves and puddle jumping, are embraced. Pupils can enjoy the new quiet area and appreciate nature during their breaktimes. However, opportunities for spiritual development are not planned across the curriculum and staff and pupils do not have a shared understanding of spirituality. Consequently, the impact upon pupils' spiritual flourishing is limited.

The Christian foundation and vision of the school do not shape worship. Policies and planning do not support inspirational worship, and opportunities for spiritual development are lacking. For example, Bible stories are not a key focus in planning and so pupils' knowledge of Christianity is limited. Collective worship or 'assembly' takes place daily and seeks to strengthen pupils' understanding of the school's values. During worship, pupils confidently share thoughts about themselves and others. This enables deeper thinking and reflection by pupils, supported by responsive staff. However, the traditions of Anglican worship are not central to daily worship in this school. Church leaders work enthusiastically and supportively with the school to lead monthly services in the church, strengthening the links between church and school. Parents comment positively about the Christian nature of these services. Christmas and Easter activities and services are led in the church to support the celebration of major Christian festivals. Leaders and governors have not monitored the impact of collective worship. Consequently, leaders are not able to articulate how collective worship is supporting the spiritual flourishing of adults and pupils.

Inspired by the school's value of trust, leaders are passionate about providing pupils with opportunities to support personal development and growth. A range of support meets the needs of pupils and families, so wellbeing is improved, and pupils are valued as individuals. A parent commented that because of this support, 'children feel more rooted'. Parents and staff are positive about the impact and recognise that pupils' happiness and wellbeing 'come first'. Pupils and adults are supported effectively and nurtured so that personal difficulties are met with a sympathetic response. A key driver for leaders is for the school to be valued by the community and the church so that pupils have 'roots to grow'. This is seen in their developing positive relationships and actions. Pupils enjoy improving their local environment through forest school activities such as tree planting and litter picking. Outdoor learning supports pupils' mental health as pupils

take responsibility for themselves, others and the natural world. Pupils are encouraged to take responsibility for their attitudes and behaviour. When pupils demonstrate the school's values, they receive points and badges, with the aspiration to be awarded their 'wings' when they leave the school. These incentives encourage pupils to be curious, respectful and creative learners who persevere, forgive and trust others.

The school is beginning to emerge as an outward facing community as it fosters and welcomes new local partnerships. This has included making bird boxes to encourage the local wildlife and improving a piece of common land. However, the school has not given pupils the opportunity to look more widely and to consider how they could affect change. In particular, pupils do not actively lead in challenging injustice so opportunities to develop as responsible citizens of the world are limited. However, the curriculum does help pupils to consider wider issues of responsibility with the hope of them becoming 'stewards of the earth'. In particular, the school's vision does not support pupils to have a voice, find solutions and take action.

The RE curriculum does not inspire pupils and so they are unable to talk confidently about what they have learnt. To raise the profile of RE, it is taught weekly by class teachers and monitoring is scheduled by the RE lead. Monitoring, supported by the federation RE champion, includes looking at lessons and pupils' work. However, monitoring has not impacted on planning and progression, or the quality of the curriculum. Challenge and links with previous learning are not evident in pupils' books. External training and review, to ensure inspiring and challenging RE provision, has not been completed. Pupils in Key Stage 1 enjoy the opportunity to act out stories from the Bible to support their learning. This helps them to remember the 'characters', however, they cannot explain what Christians believe. Understanding of core religious concepts and the global diversity of religions are not developed. Pupils cannot articulate the relevance of the subject for daily life. Governors do not monitor and evaluate the RE curriculum to ensure that it is effective.

Following a period of turbulence the school has begun to make some progress towards becoming an effective Church school. Through the hard work of its leaders the school has gained the trust of its community, and it is beginning to develop a renewed relationship for its children with the Church. The school's values of trust and respect, coupled with the strong focus on ensuring the wellbeing of all, are tentative steps towards this. By developing a strong Christian vision to underpin and drive all aspects of the school, leaders can secure the 'roots to grow' as a Church school so that all may have 'wings to fly'.

### Information

Inspection date	29 April 2024	URN	123796
VA/VC/Academy	Voluntary Controlled	Pupils on roll	26
Diocese	Bath and Wells		
MAT/Federation	Moorland Federation		
Headteacher	Jonathan Moise-Souch		
Co-Chairs	Frances Nicholson/Helen Jenkinson		
Inspector	Jo Hunter	No.	C.23/24