



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

<b>Lulworth &amp; Winfrith Church of England VC Primary School</b>	
Address	School Lane, West Lulworth, Wareham, BH20 5SA

<b>School vision</b>
We nurture our children to become resilient learners, supportive friends and responsible citizens. Just as in the story of the mustard seed – to grow from something small to something mighty.

<b>School strengths</b>
<ul style="list-style-type: none"> <li>• The Christian vision of Lulworth and Winfrith Primary School is deeply embedded and rooted in biblical teaching. This unites leaders, staff and volunteers in enabling adults and pupils to flourish.</li> <li>• The vision inspires a deeply nourishing culture where wellbeing is a priority. Consequently, people receive support and nurture in an inclusive environment.</li> <li>• Effective leadership in religious education (RE) results in an engaging enquiry approach. As a result, pupils demonstrate an impressive depth of understanding about a variety of world faiths and views.</li> <li>• Collective worship inspires pupils and staff to reflect and to take action. This contributes to enriching their individual spiritual development.</li> <li>• Leaders empower pupils to be resilient, supportive and responsible. They actively promote the needs of others as courageous advocates and agents of change.</li> </ul>

<b>Areas for development</b>
<ul style="list-style-type: none"> <li>• Develop opportunities for those pupils who wish to do so, to plan and lead collective worship more regularly. This is to develop spirituality further and is in response to the views of pupils.</li> <li>• Deepen pupils' understanding of the language chosen by the school to express spirituality. This is to strengthen how learning experiences across the curriculum provide opportunities to develop and articulate their reflections.</li> <li>• Identify key learning milestones in RE. This is to improve planning for continuity given the mixed-age classes and the high mobility of military families.</li> </ul>

<b>Inspection findings</b>
<p>Leaders at Lulworth and Winfrith Primary School, articulate confidently the impact of their deeply embedded Christian vision. Pupils and staff across both sites widely live the vision alongside the school's values of belief, fellowship and harmony. They champion how these values relate to Bible stories and the example of Jesus. Governors know the school well. They have effective systems in place to monitor and evaluate the impact of the Christian vision. As a result, accurate self-evaluation of Church school effectiveness gives clear direction. Governors make carefully considered strategic decisions to benefit the school. For example, joining Coastal Learning Partnership (CLP), whose vision and values complement the school's Christian character. Leaders benefit from CLP's support</p>



and challenge to focus on improvements. The school is strengthened through its relationship with the Salisbury Diocesan Board of Education (SDBE). Both organisations support successful staff development through relevant training.

Leaders are committed to providing rich learning experiences across the curriculum that engage pupils. Annotated floor books capture and convey pupils' experiences and reflections effectively. Half-termly curriculum days strengthen pupils' understanding of the school's shared values. For example, pupils from across the school work together on multi-faith day. This exploration of a variety of religions, alongside the school's vision and values, enhances understanding. Curriculum plans specify opportunities for spiritual development. Pupils encounter questions which cause them to think deeply. They also identify spontaneous moments that feel special. These include experiences such as seeing sunlight shining on frost. Adults ensure that pupils' spiritual responses are captured. Forest school experiences increase pupils' respect for the environment, as does exploring the local area of Lulworth Cove. Therefore, through the curriculum, pupils are guided to reflect on the beauty of the natural world. However, the vocabulary to express themselves spiritually is not embedded.

Collective worship expresses the school's vision and is engaging and inclusive. Values are explored in depth each term, ensuring school-wide understanding. Pupils benefit from lively worship sessions delivered weekly by a dedicated Open the Book team. This enables pupils to enjoy, re-enact, understand and remember Bible stories. As a result, they make purposeful links between the school vision, values, Bible stories and their behaviour. The local church community's support deepens pupils' understanding of Christianity as a living faith. Pupils benefit from the spiritual experience of services in church, enhancing the school's Christian tradition. Pupils reflect on worship, inspiring the writing of prayers. These are shared in collective worship. The high number of military families brings added poignancy and importance to commemorating Remembrance. Pupils articulate its significance and actively lead the community ceremony. This develops pupils' spirituality and empathy. Global news stories linked to Bible stories are used effectively to develop spirituality. A collective worship about pollution in the sea inspired staff to fundraise for Surfers Against Sewerage. Pupils lead worship to promote anti-bullying and environmental issues. However, pupil led worship focuses on raising awareness about these worthy causes rather than spirituality. Leaders evaluate the impact of collective worship effectively, including seeking pupils' views. Pupils also evaluate worship. They express a desire to lead regular weekly worship using the planned themes that support spiritual growth.

Pupils and adults live out the vision to create a culture where people are treated with respect and care. They embrace and value each pupil's uniqueness within this welcoming school. Targeted support addresses educational, social and emotional needs in an inclusive environment. Parents praise how staff wholeheartedly focus on care and teaching to provide support. Staff demonstrate expertise in enabling new pupils to settle. Moreover, pupils encourage one another, to be resilient, supportive and responsible. This shows the positive impact of the school's vision and values. Pupils, including those who have special educational needs and/or disabilities (SEND), are enabled to flourish.

Roles of responsibility empower pupils. These include school council, anti-bullying ambassadors and eco group who act as independent agents of change. Inspired by the school's vision, they understand that whilst their actions might be small, they can have a large impact. In the spirit of fellowship and harmony, they initiate support for younger peers, writing a guide to their school site. Anti-bullying ambassadors ensure care and support at playtimes. Pupils lead fundraising for a local anti-bullying charity called #Willdoes. The ambassadors lead worship to raise awareness. Consequently, there is a culture where bullying is unacceptable. The school's vision reinforces this. Eco group effect positive change by leading worship to galvanise action. As a result, pupils are

inspired to participate in various environmental initiatives. These include beach cleaning, planting trees and ensuring that wildlife has undisturbed habitats. This creates a culture where pupils contribute to their community, making ethical choices that demonstrate responsibility. Support is shown for others through fundraising for the homeless, giving to the food bank and baking for a community lunch. They engage with determination about global issues such as the destruction of rainforests, organising fundraising events and raising awareness. By actively engaging in all these initiatives, pupils learn and understand the importance of fellowship. They champion living in harmony with one another and with nature, impacting positively and reciprocally on people's lives. Pupils value the opportunities given by the school to vote on various issues to demonstrate their democratic rights. Pupils who hold leadership positions are mindful of the school values of belief, fellowship and harmony. Thus, pupils develop as responsible and independent advocates for justice and responsibility. Pupils confidently articulate the importance of being brave enough to stand up for others and for what they believe in.

Leaders demonstrate a thoughtful approach to curriculum planning in RE. They use the outcome of effective subject evaluation to determine what will empower pupils in their learning. This enables planning and learning to target specific year groups to avoid repetition. Pupils demonstrate a good understanding of key Christian beliefs such as the incarnation and salvation. They ably engage in their learning using an enquiry approach. This provides opportunities to embed knowledge. Younger pupils enjoy practical explorations such as learning through carefully structured play. Volunteers facilitate 'Godly Play' centred on Bible stories. This supports pupils' spiritual development. Consequently, they articulate their understanding of biblical stories with confidence. Curriculum planning effectively addresses Christian teachings and a balance of world faiths and worldviews. Where possible, pupils' experiences are broadened through encountering artefacts, visitors or visits representing a variety of faiths. High pupil mobility presents additional challenges in ensuring continuity. Although key concepts are revisited, learning milestones are not identified in planning. This limits the capacity to identify and embed core learning in RE. This is particularly relevant for pupils who may be transient and to pupils in mixed-aged classes.

These inspection findings indicate that Lulworth and Winfrith Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	27 June 2024	URN	135323
VC/VA/Academy	Academy	Pupils on roll	114
Diocese	Salisbury		
MAT/Federation	Coastal Learning Partnership		
Headteacher	Richard Skinner		
Chair	Joy Allan		
Inspector	Amanda Brockway	No.	2214