

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

### High Littleton Church of England Primary School

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| <b>Address</b>            | Church Hill, High Littleton, Bristol. BS39 6HF |                         |   |
| <b>Date of inspection</b> | 20 March 2019                                  | <b>Status of school</b> | Voluntary Controlled in the Midsomer Norton Schools Partnership |
| <b>Diocese</b>            | Bath and Wells                                 | <b>URN</b>              | 141149  |

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| <b>Overall Judgement</b>   | <b>Grade</b> | <b>Excellent</b> |
| How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish? |              |                  |
| <b>Additional Judgement</b>  |              |                  |
| <b>The impact of collective worship</b>  | <b>Grade</b> | <b>Excellent</b> |

#### School context

High Littleton Church of England Primary School is a primary academy with 174 pupils on roll. The school has a low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national averages. The proportion of pupils who have special educational needs and/or disabilities is below the national average. Since the last inspection, the school has become a member of the Midsomer Norton Schools Partnership. There is a vacancy in the parish.

#### The school's Christian vision

Valuing all children within an inclusive community.  
'Love each other as I have loved you.' John 15:12

#### Key findings

- The school's Christian vision is rooted in biblical teaching and is lived out through firmly embedded Christian values across the whole school.
- The school is truly inclusive, welcoming all and treating every individual with high levels of dignity and respect.
- Passionate leadership drives the school. All members of the school community are highly valued and cared about deeply.
- Collective worship and religious education (RE) have a high priority within the school and together are having a significant impact on lives, enabling all to flourish.
- More overt understanding of the role of Christianity as a world faith would complement the excellence of the school's Christian vision in action.

#### Areas for development

- Ensure that pupils gain a deeper understanding of Christianity as a world faith in order to expand their global perspective.
- Extend the opportunities for pupils to plan and lead everyday collective worship to give further experience in linking biblical material and messages with their lives and the world around them.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### **Inspection findings**

The outstanding leadership of the headteacher and governors drives the inclusive and distinctively Christian vision which permeates daily life in this school. Leaders can articulate how their vision is underpinned by the Bible passage 'Love each other as I have loved you' John 15:12, demonstrating their belief that every child is created in the image of God and therefore equally valued. Leadership is passionate in its pursuit of the holistic development of every individual child and ensures equality of opportunity for each pupil in order that they should fulfil their God-given potential. To achieve this, for example, financial commitment has been made to the provision of 1:1 support for some pupils with special educational needs and innovative activities are organised to ensure that all pupils are able to access extra-curricular sport. Creative additions to the curriculum such as outdoor play and learning (OPAL), yoga, and the training of the school dog as a therapy dog to work alongside the most vulnerable pupils, encourages all pupils to enjoy learning. As a result, attainment and progress across the school are outstanding. Cohort profiles on entry to the school are generally below national average but with the school's Christian care and commitment to holistic education accelerating progress, final Key Stage 2 results are outstanding. The vision is supported day to day by twelve core values which are displayed in every room and are known and shared by all. These Christian values are deeply embedded and with the vision are transforming pupils' lives. One pupil said, "I think of the values as life skills."

The headteacher and governors ensure that the school is an excellent church school through constant review with robust monitoring and evaluation. This involves all members of the school community and leads to targeted planning such as working to become a Rights Respecting school. Membership of a large, mixed multi academy trust has brought the opportunity to work with both church and non-church academies. Recently the school provided Christian leadership to improve standards in two struggling church schools. Staff and pupils expressed this outreach as an example of Christian love, like the good Samaritan offering a helping hand. The school works closely with the diocese for continuous professional development, and pupils attend the annual pilgrim services in Wells cathedral. The local church is very involved with the school, cherishing the connection, and providing a link member who supports music and worship bringing school and church together. He continues to lead worship during the vacancy in the parish. Last Remembrance Sunday pupils made a powerful gesture to 'remember' by decorating pebbles and taking them to the church from where parishioners took them and placed them around the village. This contributed to the whole village's act of remembrance.

RE is inspirationally led and well-resourced. It provides a safe place where pupils are challenged with big questions. When asked, what would you say to Jesus if you met him? one pupil said, "Please can you help me to build your house in my home?" Teachers say that 'big questions' often occur in other lessons too, and they always make time to discuss them. As a result, pupils debate openly and disagree amicably. One pupil said, "I'm not a believer in Jesus but when I hear stories about him, I find it fascinating that he was just an ordinary man but he gave people choices." Deep thinking is resulting in pupils being great advocates of change. They demonstrate 'loving others as they are loved' by choosing to support local, national and international charities, for example sending a cow to India, in order to make a difference to their world. Wanting to support children with behavioural needs, and inspired by their own therapy dog, pupils passionately support the Dogs Helping Kids charity.

This is a happy school where pupils and staff model the Christian vision to value and love each other. Staff feel cared for and cared about, likening themselves to one big family. New staff say they immediately feel welcome and included. The school's Christian ethos supports pupils to become confident and well-rounded individuals aspiring to be the best that they can be. Pupils model their behaviour on the teachings of Jesus and behaviour across the school is good. Pupils also say there is no bullying in school. One pupil said, "Jesus is always with me." Any behaviour sanctions are based on forgiveness, reconciliation and fresh starts. A Year 5 pupil said, "I always forgive everyone. There is always good in people, you just have to dig deep." Looking into the wellbeing of pupils after leaving the school, it was found that positive character and life skills, fostered in their primary years, stayed with pupils into secondary education and made a huge positive difference. As a result of the caring vision, the school is truly inclusive. Pupils demonstrate the Christian ethos of the school by welcoming new pupils and respecting each other's differences. This was highlighted when the school was awarded the Inclusion Quality

Mark. Older pupils demonstrate care for younger pupils through the buddy and lunchtime helper schemes.

Daily collective worship is central to school life. A child said, "As a church school it is important to have collective worship because it affects my learning in a good way and makes me think about my actions." Worship begins with welcome liturgy and the lighting of three candles to represent God's presence as Father, Son and Holy Spirit. This is clearly understood by pupils. The school's vision and values clearly impact on pupils' lives as confirmed by parents. They say that pupils initiate debate with families about Christian values and Bible stories. One mother said that it really makes them think, and another, that through their child, her family now feels connected to the church. A number of parents agreed that they now use the Christian values in their home lives. RE and collective worship are well-planned and include aspects of a range of world faiths. However, pupils have less understanding of the role of Christianity as a world faith. Pupils participate in planning and leading worship for major festivals and events, but there are currently fewer opportunities for them to lead everyday worship. There are many opportunities for pupils' spiritual development. Prayer and reflection are a natural part of school life with opportunities offered in different ways during the day, including during worship, saying grace before lunch and child-led prayer at the end of each day. Pupils write prayers to hang on the school prayer tree and use reflection areas in classrooms and quiet areas amongst the trees in the school grounds, for personal reflection and prayer.

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| Headteacher                 | Gareth Griffith      |
| Inspector's name and number | Alison Appleyard 877 |