

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lambourn Church of England Primary School

Address Greenways, Hungerford, RG17 7LJ

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

Overall grade

Requires Improvement

The impact of collective worship

Requires Improvement

School's vision

Let Your Light Shine. 'You are the light of the world. A city built on a hill cannot be hid. No one after lighting a lamp puts it under the bushel basket, but on the lampstand, and it gives light to all in the house.' Matthew 5:14
As a school community we took inspiration from the candle that we light at the start of every collective worship. We thought about how the school is a beacon within the community and that through great education and guidance we are lighting the pathway in life and the light of God's love.

Key findings

- The school has embarked on an ambitious programme of school improvement, well-led by the principal and effectively supported by the academy trust. Pupils behave well and relationships across the school are positive and constructive. This is underpinned by the school's determined focus on their values and support for their community.
- The school's vision has helped promote its Christian ethos. However, the vision is not sufficiently well-embedded within a shared theological understanding in order to help drive a programme of improvement as a Church school. Strategic planning does not include the necessary elements for Church school improvement.
- The school has begun to consider pupils' spiritual development, although the planning of curriculum opportunities is at an early stage. Pupils can access reflection areas in classrooms, but not everyone is sure as to how they can be used for this purpose. Broader opportunities for quietness, deeper contemplation and prayer are currently limited.
- Collective worship is distinctively Christian and an important part of every school day. Pupils have begun to become more actively involved in the organisation, but they do not yet have a role in planning and leading. A few pupils are withdrawn during collective worship on some occasions for 'catch-up' work in core curriculum subjects. This means that collective worship cannot be fully inclusive and does not meet statutory requirements.
- Religious education (RE) is well-led and the school draws on the rich curriculum developed with the support of the trust. Pupils demonstrate their respect for those from different faiths and cultures. Whilst there have been opportunities for professional development which has been supported by the trust and the diocese, staff do not always understand the expectations for high-quality written work and recording in the subject.

Areas for development

- Provide a shared theological understanding of the school's vision so that it can deepen a sense of Christian distinctiveness at all levels.
- Broaden the school's strategic planning so that it encompasses improvement as a Church school and increases the sense of Christian purpose.
- Develop a clear and shared understanding of spiritual development so that through the curriculum, teaching and learning, pupils can spiritually flourish.
- Ensure that everyone takes part in an act of collective worship through the course of the week so that this special moment in every day is fully available and beneficial for all.

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

Lambourn Church of England primary school's Christian vision is lived out in a compassionate and caring school community. Each child is valued and encouraged to 'Let their light shine'. Pupils' talents are valued and celebrated, and constructive relationships result in good behaviour for all. Positive leadership from the principal ensures that the vision and the values of love, integrity, grit, hope and trust, are very well known and underpin many aspects of school life. Staff work collaboratively across the school and the academy trust. Trust leaders are fully supportive of the school's Christian ethos. As a result, staff have had further opportunity for development and success within the trust.

The school's Christian vision has effectively helped to promote the Christian ethos underpinning the school's work and relationships. It successfully helps meet the school's aspirations for all its pupils. Nevertheless, the vision lacks a sufficiently well-embedded and shared theological foundation that can be clearly and widely understood across the school. It is not currently equipped to adequately drive the breadth of Christian distinctiveness at all levels. Pupils do not always grasp how their school vision, and the associated values, are rooted in the Christian and biblical narrative. Governors, with the support of the diocese and the trust, monitor and evaluate collective worship and RE. However, strategic planning for the school as a Church school is not securely in place. The school's plan for rapid improvement does not include planning for improvement as a Church school. Staff, moreover, have not had sufficient training to support their understanding of the special expectations of working in a Church school.

The curriculum presents an ambitious programme to support the learning and improvement across the school. Spiritual development is supported by reflection areas in classrooms, although not all pupils are clear as to how these areas can be used for this purpose. Whilst a start has been made in developing pupils' spirituality, there is not yet a shared definition or understanding in place to enable teachers to plan progressively as pupils move through the school. As a result, planning to support pupils' spiritual development within the curriculum, and through teaching and learning, is not always effective as it could be. Pupils are aware of the importance of their social action. They are able to explore this further through the school council, a peer mentoring group and a sustainability group. Pupils have some understanding of themselves as being the agents of change and they are able to link this with their values. However, pupils are not able to speak confidently about the link with injustice and how Jesus' concern for justice motivates this.

A significant strength of Lambourn is the support that the school gives to its families. This is reflected in an attitude that every child and family matters, and that absolutely no one should be left behind. As a result, governor decisions include the funding of wider opportunities so that there is equity across the school. During the school holidays there is provision for all disadvantaged pupils to access a hot meal and interesting activities. Everyone is treated with dignity and respect and difference is embraced. The school has linked virtually with another school who have a high proportion of pupils from the Muslim faith. This meant the pupils could ask questions and learn from other pupils living and worshiping in a different context.

During the pandemic, leaders and staff took action to ensure pupil wellbeing was a priority. They provided pastoral support for families in the wider community and ensured food hampers and vouchers were available. Financial decisions were made to secure access to remote learning for all, including the most vulnerable. The principal and the vicar delivered 'worship in a backpack' for pupils who were in school. This ensured that the school's ongoing focus on wellbeing through a sense of community was maintained. Disadvantaged pupils and those with special educational needs and disabilities (SEND) are well supported. The school has worked hard to build trust within the wider community and families appreciate the approachability of the staff. This is further developed through the 'friendship group' where pupils have opportunities to make links with senior residents within the local community.

Distinctively Christian collective worship is at the heart of school life and a valued feature of each day. It supports pupils' spiritual and moral development. Pupils and adults enjoy singing, stillness and the time for prayer and reflection. Pupil achievements, during each week, are recognised with values medals. These recognise learning and behaviour that are inspired by the school's values and awarded as part of their collective worship. Pupils actively support each other in this celebration. On the day of the inspection, pupils shared their artwork concerning the Trinity, inspired by their work in RE. The newly established pupil 'worship crew' undertake some organisational roles within whole school worship, helping with the practical details. However, their involvement

in planning, leadership and evaluation is still at a very early stage. There is a close partnership with the local church and vicar who give valuable support, expertise and enrichment, to both collective worship and RE. The school has planned that some pupils and their teachers should be withdrawn during collective worship for 'catch-up' work in the core curriculum subjects. This practice means that collective worship cannot be fully inclusive and therefore does not meet the statutory requirements.

The RE subject leader is enthusiastic and keen to drive the subject forward. She has been well-supported by the diocese and the trust in developing her leadership role. The RE curriculum gives pupils the opportunity to explore questions and engage in discussion. Key concepts run through the age-groups and are progressively revisited. RE provides an inclusive learning environment and pupils are confident in sharing different beliefs. RE helps them learn to disagree well in a safe space. Pupils' work in their class floor books and their general workbooks show limited opportunities for working and recording at a greater depth. There are few opportunities for pupils to explore Christianity as a multi-cultural world faith. Moving forward, further links and visits are being planned. 'Impact assessment' is currently being developed. This enables pupils to consolidate their learning through a range of activities such as written recount, answering questions or a final piece of artwork.

Contextual information about the school			
Date of inspection	20 June 2022	URN	146307
Date of previous inspection	14 October 2015		
School status	Voluntary controlled primary school	NOR	203
Name of MAT	The Excalibur Academies Trust		
Diocese	Oxford		
Principal	Rachel Perkins		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is above national averages.		
Additional significant information	The school converted to an academy in September 2018.		
Inspector's name	Penny Howard	No.	C161708