

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Longparish Church of England Primary School

Address	Longparish, Andover, Hampshire, SP11 6PB		
Date of inspection	27/March/2019	Status of school	VA primary
Diocese	Winchester	URN	116364

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent

School context

Longparish is a Church of England voluntary aided primary school with 104 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs or disabilities is in line with national averages. The school serves a predominantly rural community and approximately a third of its pupils live outside of the catchment area. A number of families have chosen the school due to its high reputation for supporting pupils with special educational needs.

The school's Christian vision

To do all things through Christ who strengthens us. (Phil 4:13)

Encouraging a love of learning in a safe and stimulating Christian environment for children of all faiths and none. To respect all with kindness, nurturing children's moral values and beliefs enabling them to become good citizens.
Excellence – God the Father Friendship – Jesus, the son of God. Respect – God the Holy Spirit.

Key findings

- The Christian commitment of the headteacher, strongly supported by the skilled governors and dedicated staff, has resulted in a vibrant Christian school community where pupils flourish academically, socially and emotionally.
- The school's Christian vision is deeply embedded into all aspects of school life. This positively impacts on their behaviour, relationships with others and attitudes towards academic work.
- An extremely productive and purposeful partnership exists between the local church community and the school. This strongly supports the school's Christian character and its on-going Christian development.
- Collective worship significantly underpins the school's Christian vision. Pupils are able to confidently discuss how worship themes guide their everyday lives.
- Religious Education (RE) has a high priority in the school and it is exceptionally well led. High academic standards are evident and RE lessons provide a safe place for pupils to discuss and explore challenging questions around faith.

Areas for development

- Seek further opportunities to support other Church schools with their Christian development. This will allow Longparish's good practice to be shared and also develop teachers' leadership skills.
- Further refinement of adults' shared understanding of spirituality, so planned and unplanned spiritual encounters across the curriculum are fully utilised.
- Extend the responsibilities for pupils who lead collective worship by giving them an even greater role in worship organisation, delivery and monitoring.

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

Longparish school's vision, strongly linked to its Christian values, is firmly rooted in Christian theology and clearly articulated by all stakeholders. The headteacher's deep Christian faith significantly influences her leadership style. Staff feel highly valued within this extremely strong and supportive team. Committed and experienced governors rigorously monitor all aspects of the school. Their frequent presence has provided governors with a deep knowledge of the schools' work, allowing them to accurately evaluate its performance. Actions are identified through a culture of open dialogue; this strongly supports the on-going development of this highly distinctive Christian school. School leaders are now in a position to offer support to other Church schools with their Christian development

The school is situated on the banks of the River Test. This provides a spiritual, tranquil space that is fully utilised for lessons and quiet reflection as well as a stimulus for environmental concerns. Water Aid for Africa links with the school's established support for a village school in Uganda. The use of plastics and its impact on oceans has led to pupils replacing single use plastic cups at lunchtimes with refillable bottles. Courageous advocacy is explored through the work of the Seaman's Mission that helps children get to school in flooded areas. Pupils have also considered the possible impact of a proposed local incinerator. Their letters of concern to the council show thorough research into possible health, environmental and wildlife implications. The school supports Church activities, such as the parish's snowdrop event. The long established support for the Bukanaga school in Mityana is a joint church and school project and ex-pupils have continued their involvement by recently visiting the Bukanaga school. Pupil initiated acts show empathy towards others. For example, one pupil has set up the 'Sunshine club' where he has provided a range of toys for pupils to borrow if they should feel sad or in need of a friend.

The church and school have a very close working partnership with pupils enjoying visits to the church for services or curriculum activities. Church members organise special curriculum days where pupils take part in a number of activities that conclude with a special worship service for pupils and their parents. The strength of the church and school working together is demonstrated by the removal of a number of pews, allowing the whole school community to be comfortably accommodated for school services. The vicar is a regular school visitor and a highly valued member of the school's leadership team. He has been instrumental in the introduction of new curriculum initiatives such as the 'Passport' for pupils to record Christian experiences as they pass through the school. Alongside the headteacher he teaches pupils about the Eucharist and older pupils are invited to a child-friendly church service where holy communion takes place. Confirmation classes are organised for pupils who would like to be confirmed.

Collective worship is a joyful and uplifting experience. Anglican traditions are used to make it a distinctively Christian service. Parents are invited to attend worship at any time. Prayer and reflection give pupils space to think about the worship themes. Each class has a dedicated reflection area and a popular reflective garden has been created in the school grounds. Bible stories are enjoyed and understood by the pupils and they can relate their messages to their own lives. As part of the Easter worship theme, the vicar and headteacher washed and dried the feet of two pupils. Pupils were seen to remain absolutely focused, despite the fact that it took a while! Pupils were then able to talk about why Jesus did this for his friends, considering kind acts they could do for others. Pupils enjoy leading acts of worship and would like an even greater role in worship organisation. Visitors regularly lead worship so pupils experience a range of worship styles. A close working partnership with Winchester diocese provides professional development and support from diocesan advisors. Parents are welcomed into the school for their own prayer meetings, with the school providing a comfortable space and refreshments. However, further refinement of adults' shared understanding of spirituality would allow planned and unplanned spiritual encounters across the curriculum to be more fully utilised.

Standards of academic attainment and progress are consistently higher than those achieved nationally. Some parents choose Longparish because of its reputation in supporting pupils with special needs, saying, 'All pupils are loved and cherished.' One particular parent described how the school was supporting a complex family situation with heartfelt compassion and sensitivity, saying, 'All that can be done is being done.' The headteacher believes, 'difficult behaviour is brought round by love.' The school successfully encourages high standards of behaviour in a positive way. For example, Anti-Bullying Week has been re-named Friendship Week.

Parents speak very positively about the school. Communications between home and school are especially strong with parents saying they have no hesitation in talking to the school however small the issue. Concerns are swiftly and sensitively addressed with staff going out of their way to resolve situations. Parents say they appreciate the school's work in making sure the Christian values are meaningful to their children. Families are highly valued as

partners in education and special events for parents and grandparents are very well attended.

Religious Education (RE) engages pupils' interest because it is well planned and thought provoking. RE plans use the Hampshire Living Difference scheme alongside the Understanding Christianity materials. The RE leader ensures teaching is supported with high quality professional development both within school and through external providers. In lessons pupils have time to consider their responses to RE themes and careful questioning encourages them to think deeply. They are not passive and confidently ask for clarification when unsure of what is being asked of them. This mutually respectful learning environment allows pupils to appreciate the validity of viewpoints different from their own. Pupils know there are many world faiths, a number of them existing in Britain. They describe key aspects of faiths they have studied, saying how interesting it is to learn about the beliefs of others. Pupils explain why faiths need to be respected, saying that all faiths are very important to those who believe in them. Pupils' involvement in events such as Black history month has given them an appreciation of different cultures and the positive difference they make in the world. Mental well-being is well supported through the use of the Circle-Time sessions. Pupils say difficult situations are resolved by talking to any of the adults in the school.

Statutory requirements for RE and collective worship are met.



The effectiveness of RE is Excellent

RE is well led by an experienced and knowledgeable subject leader. Highly effective teaching challenges and supports pupil's exploration of religious belief and practice. Work in books demonstrates pupils' understanding of topics they have studied. Within lessons they are seen to willingly contribute their own ideas and listen to other viewpoints respectfully. Skilled teacher questioning allows pupils to gain a deep understanding of topic themes. Accurate assessment systems ensure that all pupils, regardless of ability, make at least expected progress. This has led to high standards of attainment that compare well with those in other core subjects.

Headteacher	Trudie Cawthra
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