

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Langley Fitzurse Church of England Primary School	
Address	Middle Common, Kington Langley, Chippenham, SN15 5NN
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	Good
The impact of collective worship	Excellent

School's vision
<p>To 'Amaze, Excite and Inspire' a confident, happy and resilient school community. To be an inclusive church school where everyone can be the best God has made them to be.</p> <p>'Let us help each other to love others and do good.' (Hebrews 10: 24)</p>
Key findings
<ul style="list-style-type: none"> • Leaders, including governors know the school well. They have developed a clear, distinctively Christian vision based on their context. Leaders, make strategic decisions based on the vision; however, monitoring does not consistently reflect the impact of the vision. • Links with the local church are exceptional. This is because relationships are valued by both church and school. This enables transformational growth on the community. • An ambitious curriculum supports pupils, including those with special educational needs and/or disabilities (SEND), to be the best God made them to be. Opportunities for spiritual development are identified. However, a clear understanding of spirituality is not yet embedded. • Collective worship is highly valued and encourages deep reflection. It contributes profoundly to the flourishing of pupils and adults. Pupils recognise its importance and because of this they are transformed as agents of change. • Religious education (RE) has a high priority. Pupils have the opportunity to develop a good understanding of a wide range of religions. However, pupils do not have sufficient opportunity to understand religion in a global context.
Areas for development
<ul style="list-style-type: none"> • Ensure that monitoring, carried out by all leaders, consistently reflects on the impact of the school's vision so that it drives development as a Church school. • Embed the language of spirituality across the school so that pupils and adults can see spirituality pervades all areas of school life. • Extend the opportunities for pupils to develop an understanding of Christianity as a global religion so that they might deepen their knowledge and appreciation of diversity in religious and non-religious worldviews.



Inspection findings

Langley Fitzurse is a school with 'heart and soul'. The school is an integral part of the local community and as such supports all to 'be the best God has made them to be.' The Christian vision, summed up by 'Amaze, Excite and Inspire' is well known and articulated by all members of the school community. Consequently, strategic decisions are made in light of it. Furthermore, the theological framework underpinning the vision, supports a culture of caring where pupils and adults can grow. This is because there is a genuine longing to ensure that pupils and adults know they are loved and valued. This in turn enables the school community to 'help each other to love others and do good' (Hebrews 10: 24).

The effective and supportive governing body know the school well. They carefully articulate the vision and talk passionately about how it drives strategic decisions. All leaders work hard in developing 'confident, happy and resilient individuals' where all are included and valued. Decisions are made, in light of the vision, so that pupils have the opportunities to thrive no matter their background. For example, all pupils have the opportunity to learn an instrument in school. Furthermore, during a process of federating and being part of the Langley Fitzurse Stanton St Quintin Federation, the vision was paramount to ensuring that the Christian identity remained distinctive within the new governing body. The school works closely with the other school in the federation sharing resources and expertise. The school's self-evaluation is effective, and the vision contributes to this. Leaders' monitoring is contributing to school development. However, it does not consistently reflect on the impact of the vision within all areas of school.

An effective curriculum is enabling pupils to be the best God has made them to be. This is because the curriculum, rooted in the vision inspires pupils to be 'confident, happy and resilient individuals'. Pupils are encouraged to ask 'big questions' about the world around them. During topics such as 'The Space Race', pupils learned about the 'hidden figures' who supported the space missions. Pupils also discussed the injustice which led to the work of the Suffragettes. Extra-curricular activities also reflect the vision. The '11 by 11' initiative enables all pupils to participate in 11 key experiences by the time they are 11 years old. Experiences such as learning an instrument and planting a tree give pupils the opportunity to try new things that they may not have had chance to do otherwise. This in turn supports their flourishing.

Experiences in and out of the classroom are beginning to support pupils to flourish spiritually. Within the curriculum, activities have been identified that enable pupils to reflect using a system of 'mirrors', 'windows', 'doors' and 'candles'. These enable pupils to reflect on how curriculum content impacts on themselves and the world. It also encourages them to consider the wonder of the unknown as well as what they could do to make a difference. The school is developing their own understanding of spirituality through the support of the local church. However, a clear definition and understanding of spirituality is not widely known.

Behaviour is consistently good within the school. Pupils treat each other with dignity and respect and look out for one other in love. They demonstrate their values in a variety of ways. Pupils show the value of service by watering the plants in the playground and helping one another when a child is hurt. Friendships cross boundaries of age and everyone knows everyone, ensuring that there is a true sense of community.

Collective worship is highly valued and leads to exceptional flourishing. Worship is at the heart of the school and impacts on pupils and adults alike. Pupils understand the value of prayer and worship and how it supports them. During worship, pupils are enabled to reflect on their values and their vision. This in turn inspires them to be agents of change. Through

reflection on issues of creation, pupils worked independently on 'Bin Twinning' the school as well as speaking out about recycling of paper towels. These acts inspire others to lead their own acts of worship on how they can be advocates of change. The effective Worship Council meet regularly to discuss worship. Suggestions made by the team are fed back to the governors through the Christian Distinctiveness Committee. The Worship Council developed a 'Values Tree' with each value represented by a colour. Blue was chosen for truthfulness as it showed a clear sky without clouds, representing lies, covering it up. All pupils monitor worship by reflecting on 'the head', 'the hands', and 'the heart'. Through this, pupils think about what the worship means, what they can do from the message and how it has impacted or changed them. This in turn has a transformational impact on pupils and adults alike.

RE is well led in the school. The RE lead engages with local support networks and provides training to staff. Assessment systems are in place and supports teacher planning. Pupils enjoy the subject and understand the importance that it has. They are able to discuss and debate their ideas in a safe place. Through activities, pupils develop a good understanding of religion and worldviews. They are able to talk about the impact faith has on a believer. For example, they understand that the Qu'ran is treated with respect because, 'It's Allah's words'. They have a clear understanding of vocabulary from a range of religions and demonstrate good knowledge of aspects of Christianity. However, pupils do not have the opportunities to develop an understanding of Christianity in a global context.

Links with the local church are highly effective and lead to transformational change. The partnership between the school and church is highly valued by both school and church. Furthermore, the effectiveness of this relationship has been recognised by the Diocese of Bristol with a Church/School Partnership Award. Pupils use the church grounds for bug hunts during science lessons, as well as in RE. The church contributes to collective worship and helps facilitate the pupil-led worship. They provide guidance and resources which enables pupils to gain a deeper understanding of worship. Through the relationship, members of the wider community feel supported and cared for. This is because church and school function as one unit at the centre of the community.

Information			
School	Langley Fitzurse Church of England Primary School	Inspection date	23 June 2023
URN	126334	VC/VA/Academy	Voluntary controlled
Diocese/District	Bristol	Pupils on roll	102
Executive Headteacher	Karen Winterburn		
Chair of Governors	Ed Shire		
Inspector	Duncan Hutchison	No.	2119