

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

<b>Puddletown Church of England First School</b>	
Address	Dorchester Rd Puddletown, Dorchester Dorset, DT2 8FZ
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	Good

School's vision
<p>We care enough to try our best in all we do because we are wonderfully made:</p> <p>Made to love, Made to Flourish, Made to be unique.</p> <p>They are like trees planted by streams of water, yielding its fruit in season, whose leaf does not wither, they succeed in everything they do. Psalm 1 verse 3</p>
Key findings
<ul style="list-style-type: none"> <li>• The school's distinctive Christian vision consistently drives its improvements. The vision has shaped a culture of high aspirations where pupils are challenged to be the best they can be.</li> <li>• The uniqueness of each individual is enshrined in the vision leading to high quality care and nurture for each pupil's emotional wellbeing and mental health. Opportunities for pupils to plan and lead worship are not well developed, so they do not feel they have ownership in this area.</li> <li>• Leaders are passionate and dedicated to providing the best education for all, establishing a strong staff team who live out the vision. At present, monitoring by governors lacks a clear plan to ensure that all aspects of being a Church school are rigorously evaluated.</li> <li>• There is a strong sense of being part of a caring family, where all are valued. In religious education (RE) not all pupils have opportunities to express and record their ideas showing the extent of their learning.</li> <li>• Pupils have a well-developed understanding of the significance of Christian values and where they shape their behaviour and influence their learning. The language of values is used across the school, for instance in how they should treat one another. Whilst opportunities for pupils' spiritual development have grown, these are not clearly identified in subject planning.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Enable pupils to have opportunities to plan and lead aspects of collective worship so they feel they have greater ownership and take some responsibility for improvements.</li> <li>• Extend opportunities for pupils to express and record their ideas in RE using a variety of approaches so they can articulate their thinking with greater clarity.</li> <li>• Ensure opportunities to deepen pupils' spiritual development are identified in subject planning so they can express their thinking in a variety of creative ways.</li> <li>• Create a more systematic approach to governors' monitoring ensuring that all aspects of being a Church school are rigorously evaluated. This will ensure that key foci for improvements are consistently identified.</li> </ul>

## Inspection findings

The school's distinctive Christian vision is fundamental to creating a culture of high expectations where pupils feel they can flourish. This effectively challenges pupils who have lower aspirations when they join the school. Leaders astutely recognised they were at the point of renewing the vision in order to drive further improvements. The new vision is raising pupils' understanding of everyone as being special to God and unique. All the school family contributed to the review, so they feel they have real ownership of the new vision. Pupils are now inspired to be the best they can be, developing aspirational attitudes to learning. Leaders articulate a thoughtful understanding of the theological principles underpinning the vision. They point to Jesus' example of how we can treat one another. Staff talk of everyone being wonderfully made by God, so we are all unique. This inspires staff to match learning experiences to meet pupils needs as well as linking to their interests. Leaders see their role as enabling pupils to fulfil their God-given potential, like a stream watering trees, so they thrive. The vision drives leaders to make ongoing improvements to meet pupils' needs. This is demonstrated in the creation of a new curriculum. There is evidence of excellent practice in the high quality nurture for pupils' emotional needs and well-being. Leaders are passionate in their determination to identify high quality practice. A strong cohesive staff team live out the vision on a daily basis. Leaders continuously make ongoing evaluations and refine approaches. Governors are dedicated and support the school well. They promote the importance of the vision across the community. However, there is no clear system which ensures that all aspects of a church school are effectively evaluated.

The language of Christian values is used by all throughout daily life. This enables pupils to understand what the vision looks like. Pupils show everyone a high degree of respect and dignity, recognising the importance of others' views and feelings. There is a sense of being part of a family. This is shown by the way pupils of all ages play together and celebrate one another's achievements. The importance of forgiveness and reconciliation is well understood. Pupils regard the weekly 'shining light' award as being prestigious. This is given to pupils who live out the aspect of the value being explored. This enables pupils to recognise how values make a difference across all daily life, even beyond the school.

The vision emphasises the importance of each individual and meeting their unique needs. Leaders have introduced a variety of approaches which have a significant impact on pupils' emotional development and wellbeing. Pupils use these strategies and explain how they make a difference. This reflects the vision, enabling pupils to flourish. Skilled staff are proactive in identifying pupils' needs, planning individualised support. Parents use these approaches at home extending their impact. This is a strength of the school, enabling pupils to return to learning smoothly after the pandemic.

Staff are inspired by the vision to create a new curriculum which engages pupils. Pupils are challenged by big questions of meaning and purpose, increasingly digging deeper into the subject. They draw on Christian values which help them, such as taking responsibility for their own learning. There is an influential culture of aspiration and being the best each can be, which comes from the vision. This is informed by individualised support and celebrating pupils' successes from all areas of school life. Visitors from various careers extend pupils' horizons of what they might do in the future. This raises the importance of life long learning. Pupils' self-esteem is boosted in various ways. For instance, peers write comments which celebrate the contribution each makes to the class. Opportunities to share in extra-curricular activities enriches this. Opportunities to deepen pupils' spiritual development have grown. The reflection area in the grounds is particularly valued. An agreed understanding of spirituality has led to aspects being explored each term. Staff are aware of subjects which

contribute to spiritual development. However, opportunities for this are not identified in individual subject plans, nor are pupils able to express ideas in creative ways. Vulnerable pupils are well supported by a dedicated and enthusiastic special educational needs coordinator. Support is well matched to their needs enabling them to flourish. This reflects the vision, because everyone is special to God. Pupils have a growing understanding of global communities and the impact of deprivation. They are passionate in caring for God's world and tackling global warming. Pupils make commitments to reduce waste or recycle, knowing these will have a long term effect. For instance, the eco team made Christmas crackers that could be recycled. More pupils are becoming independent advocates for change, responding to national events, raising awareness for others.

Meeting all pupils' diverse needs enthuses leaders to establish partnerships to enrich their provision. Joining the Wessex Multi-Academy Trust provides greater access to quality training, more rigorous monitoring and support for subject leaders. Diocesan advisers enrich evaluations and offer focused training. Leaders share their expertise in Early Years across the locality. The church makes an invaluable contribution to daily life. They contribute to governance, lead worship, notably the open the book team and offer pastoral care. Governors act as effective critical friends, bringing a range of skills which enhances school management.

Collective worship explores a Christian value each term, enabling pupils to see what the vision looks like in daily life. This draws upon Jesus' teachings showing how each can make a difference. Collective worship is invitational and inclusive. Class worship allows pupils to reflect on key messages and determine its significance for them. Planning for worship is generally secure and progressively deepens pupils' thinking. Pupils are guided thoughtfully during times of reflection in worship, which is valued. A pupils' worship council previously enabled them to take a major role in leading worship. However, there are no current opportunities to take ownership or contribute to planning. Pupils made suggestions for improvements, leading to more discussions and opportunities for quiet. A secure understanding of the main Christian festivals and their significance is evident. Pupils generally enjoy worship, coming together, celebrating and singing.

RE deepens pupils' understanding of the vision by showing how Christian values inspire and shape peoples' thinking. Ongoing initiatives raise the subject's profile. Pupils are developing a greater understanding of world faiths and views, exploring these at a deeper level. The clear emphasis on strengthening pupils' understanding of religious vocabulary is seen in their growing understanding of key concepts. There are secure systems for assessment in RE, although these are being refined in order to monitor pupils' progress more closely. In some year groups pupils are not able to record their learning in a variety of ways. Nor can they show the extent of their knowledge. Big questions are explored, with pupils' learning from one another and how to disagree well. Reflection days deepen pupils' knowledge of key themes, such as festivals, pupils look forward to these workshops. The subject leader draws on good practice from local RE hubs raising the impact RE has.



Information			
School	Puddletown Church of England First School	Inspection date	8 November 2022
URN	141806	VC/VA/Academy	
Diocese/District	Salisbury	Pupils on roll	137
MAT/Federation	Wessex Multi Academy trust		
Headteacher	Daniel Hunwick		
Chair of Governors	Laura Evans		
Inspector	David Hatrey	No.	844