



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist** Church 



DIOCESE OF
BATH & WELLS

National Society Statutory Inspection of Anglican and Methodist Schools Report

Langford Budville
Church of England VC Primary School,

This inspection was carried out on behalf of the Diocese of Bath & Wells in whose area the school is set, in accordance with Section 48 of the Education Act 2005. The inspection framework used is that established by The National Society of the Church of England for the denominational inspection of church schools for all dioceses in England and Wales.

National Society Statutory Inspection of Anglican and Methodist Schools Report

Langford Budville Church of England Voluntary Controlled Primary School

Langford Budville
Wellington
Somerset
TA21 0RD

Previous SIAMS grade: Good

Diocese: Bath and Wells

Local authority: Somerset

Date of inspection: 19 January 2016

Date of last inspection: 27 January 2011

School's unique reference number: 123796

Headteacher: Keith Sharpe

Inspector's name and number: Muriel Griffiths NS268

School context

Located in a village close to Wellington, Langford Budville Church of England Primary School is adjacent to the church and has 58 children on roll, 99% white British and 1 % white Australian, the majority of whom travel from Wellington to attend the school. The percentage of children who receive SEN support at the school is above national averages. The percentage of children who are in receipt of Pupil Premium funding is also above national averages. The proportion of pupils who join or leave the school part way through the year is higher than average. The headteacher will be retiring at the end of this academic year.

The distinctiveness and effectiveness of Langford Budville as a Church of England school are outstanding

- The excellent leadership by the headteacher with a very strong sense of teamwork, equality and shared working among the whole school community, provides direction for the school's distinctive Christian character.
- Christian values are at the heart of the school's ethos and underpin the high quality of relationships throughout the school community.
- The school offers an environment where children are valued as individuals and where their talents are given every opportunity to flourish.

Areas to improve

- Widen links with diverse communities in this country so that children develop a greater understanding of and respect for people of other faiths and cultures.
- Foster and develop children's spiritual awareness further by creating a quiet reflective area in the school grounds in order to cultivate a sense of identity and personal insight.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Langford Budville Church of England Primary School is a caring, happy Christian community where all feel highly valued and special. Children clearly enjoy coming to school and this is

reflected in their attendance and in the words of a parent, 'children go to school happy every day and come home happy too'. Christian values are recognised, celebrated and permeate the daily life of the school. These values are covered in depth through collective worship, as an integral part of the curriculum and are backed up by the example set by teachers and adults in the school. The school's Christian character, through its values, contributes strongly to academic achievement and personal development. The school recognises children are unique individuals and demonstrates full inclusion provision through the rigour it shows for achievement of vulnerable pupils. As a parent said, 'the school gives them the belief that each one of them is good at something'. Values also have a strong impact on children's good and improving attendance, on the excellent behaviour seen around the school and on relationships between members of the school community. The school's Christian ethos, collective worship and Religious Education (RE) are effective in supporting children's excellent spiritual, social, moral and cultural development. The curriculum has recently been redeveloped and shared with parents. This curriculum is underpinned by 'drivers', which give special emphasis to developing children's spirituality, the arts and emotional awareness, ensuring that these important aspects are included in all curriculum subjects. The outcomes are evident throughout the school with many opportunities for children to reflect and express their thoughts and feelings, through for example, art, poetry and music. This was evident in beautiful paintings about 'Winter' produced by younger children following the weekly 'Wellie Walk'. The school has a range of indoor areas for spiritual reflection but does not have a reflective outdoor area, set aside for quiet, peaceful thought. Children are helped to have an understanding that Christianity is a multi-cultural faith through a link to support a child in Uganda. Children are active in other charitable activities which demonstrate that they want to help to make the world a better place. As a further result of the school's Christian values, they have an excellent appreciation of the need to be respectful of others regardless of their background. Children have a good awareness of Christianity as a global faith but the school recognises that children need to have a greater understanding of cultural diversity in this country.

The impact of collective worship on the school community is outstanding

Collective worship is a special time of the day at Langford Budville school and this is because worship plays a key role in promoting the school's chosen Christian values. Collective worship has helped children to make clear links to Christ's teaching and his life through the Bible stories that they hear during worship. As a result, they are confident in explaining how Bible stories that they have heard during worship demonstrate the different values, and learn how they can apply them to their daily lives. For example, they talk about how the parable of the Prodigal Son helped them to understand the current value, 'forgiveness'. Children learn about Christian values, Bible stories, religious traditions and special days in the Christian calendar. They explain that they enjoy worship because it is 'a calm time in the school day'. They recognise its importance and explain that the elements of daily worship include prayer, quiet times of reflection and worshipping God through songs. Children experience a range of visitors and styles of worship. For example, the vicar and leaders from other local churches regularly lead worship and provide good opportunities for children to get to know local clergy. Consequently, this increases their awareness of the Christian church and those who belong to it. Children are engaged, participate well and have opportunities to lead worship regularly in a variety of ways. For example, they were recently involved in planning worship during the season of Advent, each worship time focusing on one of the four advent themes; hope, peace, joy and love. They are also beginning to show an understanding of God as the Father, Son and Holy Spirit through considering this during collective worship. Children understand the importance of prayer and know that it is 'when we talk to God'. Prayers are well embedded as part of the school day, during worship or children being provided with opportunities to write their own prayers. Children, staff and governors have regular opportunities to evaluate collective worship in order for the school to discover its impact on its community.

The effectiveness of the leadership and management of the school as a church school is outstanding

The headteacher's leadership is strong and effective and ensures a permeating Christian ethos. His clear Christian vision for the school has ensured that the school's distinctive Christian character has been strengthened since the previous inspection and all areas for development have been addressed. The school's Christian vision and aims are expressed both implicitly and explicitly throughout the life and work of the school. This vision is understood and embraced by all members of the school community. The school's governing body has an action plan in place specifically designed to develop the school's Christian distinctiveness further. This ensures that the Church foundation of the school is increasingly evident to the whole school community. The governors are well involved in monitoring and evaluation of the school's Christian distinctiveness through such activities as a 'Learning Walk' around the school to observe how RE is taught in the school and to evaluate the school's Christian character. Currently the school has only one foundation governor and she is strongly committed to her role and a regular visitor to the school, visiting classes and talking to staff, children and parents. The school is keen to fill the vacancy for another foundation governor and has sought help and advice from the diocese. Parents explain what the school's ethos means to them and have a strong relationship with the school. They recognise how its Christian character develops children's spiritual and moral qualities and the impact that they have on children's academic and personal development. They appreciate the 'Home to School Values' sheets that are sent home, providing opportunities for them to undertake activities with their children relating to the current value. They also like the links with the local church and appreciate invitations to join their children for worship for services to celebrate Christian festivals during the year. There are many mutually supportive links between the school, the local churches, and community. The RE leader who is also co-ordinator for collective worship, is enthusiastic in her role to improve the effectiveness of RE and also in furthering the school's Christian distinctiveness. The school meets the statutory requirements for RE and collective worship. The supportive relationships between all members of the school community are clearly rooted in Christian values, providing an excellent example of a school which is both distinctive and effective. The school strongly reflects the words of one of its aims, that we 'hold at our heart the central values of the Christian faith'.

SIAMS report January 2016 Langford Budville Wellington TA21 ORD