

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

### Limpsfield CE Infant School

Limpsfield Common, Oxted, Surrey RH8 0EA	
<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>Southwark</b>
Previous SIAS inspection grade	Outstanding
Local authority	Surrey
Name of multi-academy trust / federation [delete as appropriate]	N/A
Date/s of inspection	6 and 7 November 2017
Date of last inspection	3 December 2012
Type of school and unique reference number	VA 125191
Headteacher	Jenny Baird
Inspector's name and number	Daphne Gibbs 210

#### School context

Limpsfield is a two form entry infant school located on National Trust land and serving Limpsfield, Oxted and the surrounding area. Pupils are predominately white British and 70% are from Christian families. 2% of the school have English as a second language. 5% of pupils are eligible for pupil premium and 8% have Special Education Needs. Mobility is low. The incumbent is at present on sabbatical. Building works are taking place as parts of the school are being refurbished and extended.

#### The distinctiveness and effectiveness of Limpsfield as a Church of England school are outstanding

- A happy Christian ethos stimulates resilience and self-esteem and encourages all learners to take responsibility and achieve 'together in God's light'.
- Leadership and management confidently and proudly articulate the school's vision and values impacting strongly on the lives of learners and the wider community.
- High quality religious education (RE) encourages learners to speak of religious ideas and faith in a stimulating, relaxed and encouraging atmosphere.
- Quiet, respectful collective worship emphasises community and celebrates and affirms the school's vision and values.

#### Areas to improve

- Deepen understanding and respect for diverse communities by arranging visits to places of worship and forming a link with an inner city school.
- Build on the new SDBE (Southwark Diocesan Board of Education) RE curriculum particularly focusing on the more able pupils, and ensure assessment is effective and provides the necessary data which can be acted upon to ensure all pupils can achieve to the best of their ability.
- Increase pupil's involvement in the planning and delivery of collective worship.

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

'What a breath of fresh air! A happy, vibrant learning environment filled with engaged children' wrote a visitor. The subtle and effective Christian ethos permeates the life of the school and spreads out into the local community. Each pupil is known and greatly valued as an individual and seen as precious in the eyes of God. 'All children are supported according to their needs' confirm the parents. The pupils really are 'achieving together in God's light' as the school's mission statement declares. Standards are above local and national levels. Attendance is high at approximately 96%. The school is robust in its approach to unauthorised absence but has formed the community spirit scheme whereby parents help each other in times of difficulty including getting pupils to school and on time. There are no academic groupings so pupils have the flexibility to succeed. They are encouraged to take responsibility for their own individual journey. They are asked the questions 'what do you want to learn?' and 'what do you want to achieve?' The Christian values of resilience and self-esteem are constantly emphasised to encourage perseverance when things become difficult and to ensure high levels of personal development and well-being for all learners. A member of the local church affirms that the pupils are encouraged to understand that 'achievement comes with effort with God's help'. A varied and exciting curriculum and extra-curricular activities provide a breadth of experience for all learners encouraging spiritual, moral, social and cultural development. For example the Forest School gives learners the opportunity to experience the awe and wonder of God's creation. The pupils say they are 'excited about learning' and that want to behave well so that they will be 'trusted by their teachers'. This attitude makes the school a calm and happy place for everyone. When there are issues the Restorative Approaches initiative is used - conversations take place, problems are articulated and all have a voice. As a result relationships are supportive and strong and all are respected and welcomed regardless of ability, background or faith. Diversity is celebrated. Special Diversity Days deepen pupils experience and understanding as does RE teaching of different religions. Pupils feel 'if you meet them you can understand them more'; 'even if you don't believe you can respect other people's belief'. Both RE and collective worship are very strong components of the distinctive Christian character of Limpsfield school. There is consistency of approach and all aspects complement each other.

### **The impact of collective worship on the school community is outstanding**

Across the school community great value is placed on collective worship. Its place in school life and its impact on individuals is readily and clearly articulated. The children find the experience to be 'happy, exciting and relaxing' as 'God is all around us'. Parents and members of St. Peter's Church say it is a 'quiet reflective time together as a community' which enables learners to 'understand life'. Pupils approach the experience with quiet respect. Three year collective worship plans are clearly rooted in the Bible and references made explicit. Themes strongly support the Christian values of the school emphasising shared experiences and togetherness – 'together we may learn to serve you and to serve one another' says the school prayer. Consistency of approach and content again consolidate the Christian aims and ethos of Limpsfield contributing to spiritual, moral, social and cultural growth. Delivery is clear and accessible. The mission statement (Achieving together in God's light) is symbolically enacted each time in the lighting and extinguishing of the candle, the rising smoke representing 'God's spirit is with us'. All members of staff attend and act as role models joyfully and enthusiastically taking part in discussions and action songs etc. The major Christian festivals are celebrated with the wider community each year in St. Peter's church as well as a recent leavers' service where other local schools were invited to share this special experience. Prayer is a significant feature of collective worship (as well as at other times during the school day). A prayer song is sung before and after. Pupils are happy to pray extemporarily in front of the whole school. Whilst pupils have the confidence to participate in this way, more in depth preparation and participation would enhance, celebrate and develop their personal and collective spirituality. When asked about God as Father, Son and Holy Spirit pupils expressed the view that 'Jesus keeps us safe' and the 'Holy Spirit spreads God's words'. Monitoring of collective worship is the responsibility of the Faith Team but feedback from other members of the school community is encouraged particularly the pupils. The result is improvement. Recent questionnaires showed that some pupils had difficulty in hearing and others found waiting for classes to arrive made the experience less enjoyable. As a result a hearing loop has been installed and all classes are now asked to be seated by a set time.

### **The effectiveness of the religious education is outstanding**

RE has a very high profile within the school. Achievement is outstanding and high in comparison with other subjects. Members of St. Peter's talk of being impressed by the pupils' knowledge and understanding when they come into contact with them during activities at church. Assessment data shows that more pupils are achieving above national expectations in RE than in reading, writing or maths. Where there are any discrepancies, robust assessment and moderation systems are put in place to address issues. Assessment is not reliant on the pupil's ability to read and write. RE books capture the moment with quotes etc. The head teacher is the RE (and collective worship) coordinator. This gives the subject high status. The RE curriculum is rich and varied enabling

learners to acquire a knowledge and understanding of the Christian faith and the beliefs, practices and value systems of other faiths. Visits to different places of worship and development of relationships with an inner city school would deepen empathy and awareness. The majority of teaching is outstanding. High quality delivery, open ended questioning and an emphasis on the pupil's own experience make lessons exciting, challenging and relevant. There is natural, warm and humorous interaction. Children's responses are invited, encouraged and respected even if not quite appropriate. Underpinning values reflect the school's Christian ethos and aims – 'we don't say we can't do it' results in a pupil trying again and succeeding. Pupils resolve their own issues and so take responsibility for their own learning. Thoughts and ideas are shared. Pupils agree to disagree. In depth monitoring is undertaken by the RE coordinator, through governor visits and reports and through the Faith Team. Once every half term teachers plan together so that there is clear progression and pupils can access appropriate levels of work and be challenged regardless of which class they are in. The new SDBE syllabus is being implemented. This is an opportunity to increase further the level of challenge for the most able pupils.

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

Leadership and management is a real strength. 'They know what they believe and act on that' observe the parents. They are consistent and encourage challenge. Vision and ethos are clearly stated on the website and in documentation and have an impact on the positive spiritual, moral, social and cultural development of all learners through in depth monitoring, evaluation and strategic planning, and the delivery of a broad and distinctive curriculum. This results in high standards of achievement. Leaders consistently articulate, live out and promote a vision rooted in distinctly Christian values. Pupils also embody the ethos and influence parents. All are invited to take part in the journey and to embrace and articulate the Christian vision of the school. The school reaches out and draws the community in. For example increasingly strong relationships have been formed with The National Trust and the local golf course and the school contributes to the Limpsfield in Bloom/Community Orchard/Hurst green station art displays etc. Mutually beneficial relationships have been established with local schools (who undertake challenging peer reviews), the SDBE and the church. The church and school now hold a joint annual summer fair. The St. Peter's team have been proactive and supportive during the incumbent's sabbatical. Parents are invited to participate. They feel 'no pressure' and are 'guilt free' because of the accessible, kind and non-judgemental approach of the head teacher. They are listened to and 'the committed and faithful' staff make changes they say. The articulate, enthusiastic governing body know their school well. They are confident enough to take their time and get things right. For example, by considering the appointment of a new foundation governor and posing the question of what expertise do they need to implement improvement and preserve the distinctiveness of Limpsfield. They are undertaking the Bishop's Certificate of Church School Governance at the moment in order to consolidate and address key issues affecting church schools. This same considered approach is being used as they address future succession planning. The school itself is addressing succession planning by having recently appointed a member of staff to share the management of RE, and by supporting the governing body in the induction of new members. The school has addressed the focus for development from the last inspection – 'Develop the outdoor environment to reflect the distinctive Christian character and support pupils in understanding it by providing them with an area where they can pray and be calm' – but unfortunately further improvement has been curtailed by current building works. Inclusive, compassionate leadership, combined with a consistent and determined desire to share the school's vision with the wider community, means Limpsfield Infant School has the capacity to improve, develop and grow even more as a distinctive church school working, playing and serving together.

SIAMS report November 2017 Limpsfield CE Infant School, Limpsfield Common, Oxted, Surrey RH8 0EA