

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Longford Church of England Primary School

Vision

‘To make our dreams come true
through our shared Christian values of compassion, respect, trust, wisdom and friendship.’
“You are like a tree planted by the water, bearing fruit every month,
never dropping a leaf, always in blossom.” Psalm 1:3

Strengths

- The Christian vision has been carefully crafted to meet the needs of a complex school community. It drives the relentless ambition for its pupils.
- The vision inspires an all embracing, nurturing culture, where the wellbeing of pupils and adults is prioritised. This means that pupils and adults feel cared for and heard.
- The strongly embedded vision reflects a school which is rooted in the community it serves. It is a warm, welcoming place where pupils and their families find understanding and support.
- Individually tailored provision, in addition to the deep commitment of the staff to each pupil, enables pupils to flourish whatever their personal need.

Development Points

- Deepen pupils’ knowledge of, and the diversity within world faiths and views. This will enrich pupils’ understanding of people and cultures they may not encounter daily.
- Develop a shared language and understanding of spirituality, so that this can be expressed in the school community, enhancing the lives of all.



Inspection Findings

Longford is a warm, welcoming haven for its community which is drawn from a wide range of backgrounds. It became part of the Pickwick Academy a little under a year ago. The school's Christian vision is rooted in the context of the school. The vision is enhanced by that of the trust, which has aspiration and inclusion at its core. The trust enriches spiritual flourishing by having a church school director who works closely with the school, developing and supporting Christian distinctiveness. The vision is well embedded, enabled by the school's Christian values which are threaded throughout school life. Together they powerfully illustrate the gospel call to 'go after the one' and speak of 'never dropping a leaf'. Each pupil matters deeply to the staff. Consequently, pupils are given every opportunity to succeed personally and academically. This is a vision which is described by a school leader as 'lived not laminated'.

After a challenging year for the school, an enquiry-led curriculum has been established. This embodies the vision and reflects the trust and school leaders' relentless ambition for pupils. Therefore, pupils catch the vision to 'make their dreams come true', becoming more confident for their future. As one parent commented of their child, 'He thinks that he can be anything he wants to be.' The trust and school leaders have been careful to ensure that the new curriculum is tailored to the needs of this school community. They are proactive in extending pupils' horizons, building a culture of hope and aspiration. Visitors are welcomed into the school as role models for the pupils. For example, pupils in the Reception/Key Stage 1 class recently welcomed in an artist to inspire the pupils to be artists. Leaders are committed to ensuring that all pupils who wish to learn an instrument can do so. In addition, all pupils have lessons from a dance coach and are enabled to go on school residential, when appropriate. These examples, among many, underline the desire that all pupils should have the richest possible curricula opportunities.

Leaders and staff recognise the intrinsic, non-negotiable nature of spiritual flourishing. Each adult promotes this in their own way as there is an absence of a common approach to spirituality. Neither is there a shared vocabulary for adults and pupils to articulate their thoughts, feelings and beliefs. Consequently, opportunities for pupils to engage in personal spiritual reflection during the school day are missed. In the same way, there is little to encourage independent spiritual development within the classroom environment. Although each classroom has a reflection table, these are not providing pupils with natural, interactive and relevant ways to engage spiritually. In addition, explicit moments to enhance spirituality within the curriculum are being overlooked.

The spiritual flourishing of pupils and adults is supported through collective worship. Adults and pupils value worship as time to reflect and pause. They speak of how worship themes travel with them throughout the day. The school's love of singing is very apparent. This brings great joy and enhances the inclusive nature of worship. Worship is carefully planned to be invitational, for example, pupils are encouraged to share their prayers or poems. Worship reflects the school's Christian values, underpinned by Bible stories, which are made relevant to pupils' daily life. Spiritual development is enhanced by engaging in different styles of worship. These include visits from the church's Open the Book team, where pupils gain greatly from entering into the biblical narrative in an interactive way. Flourishing is also deepened by sharing worship with the church congregation, both at church and in school. The relationship which is being built is valued and mutually nourishing.

The trust and school leaders prioritise wellbeing as essential to flourishing. The depth of care is palpable, offering practical support that is real. It is felt at every level of relationship, from the pupils towards each other, to the trust and its employees. This means that pupils and their families feel understood and heard, and staff are supported meaningfully. The quality of support contributes substantially to wellbeing, enabling the best outcomes for pupils. Those pupils who are facing challenges find a safe place here. These pupils are described by school leaders as 'not a side-line, they are our purpose. They are the core of everything we do.' New members



of staff speak of how the vision has positively impacted them and their relationships within the school. The vision concept of 'never dropping a leaf' applies to adults too. This results in them quickly feeling part of this close-knit community, which also welcomes what they can contribute to it. In this way, both adults and pupils enjoy an environment in which they can thrive.

Pupils are enthusiastic about religious education (RE). Pupils have an infectious curiosity about people and faiths which are different to their own. Members of the wider school community are welcomed into school to share their faith and the impact this has on their life. These encounters enrich learning, giving pupils first-hand experience of the relevance and importance of faith. Pupils gain much from the opportunity to relate their knowledge to the lives of families they know. However, in a desire to broaden the pupils' understanding and experience of differing faiths, RE is sometimes superficial. The pupils' knowledge is often stereotypical and does not reflect the diversity of religious practice within faith, including Christianity. In addition, opportunities are being missed to capture the thoughts, insights and ideas of pupils expressed within, for example, class discussions.

The new curriculum provides pupils with the tools to be effective agents for change. This curriculum intention serves the vision of 'never dropping a leaf'. The vision encourages pupils to look outwards, taking responsibility for themselves and others. Consequently, pupils understand how justice works at a school level. There is a proactive school council. It raises money and awareness for charities which they themselves have first chosen to champion. However, it is unclear how the school council's passion cascades to other pupils, limiting wider understanding and engagement in social justice. The staff are tireless advocates for their pupils and their families. Leaders are aware of the role the school has in reinforcing wider community cohesion. This led to a very successful 'Community Day' bringing together a variety of teams from the city council, emergency services and faith leaders. In this way, among many, Longford School is fulfilling its vision to be a 'tree ...bearing fruit every month'. It is an all-embracing school family, which is unwavering in its determination to build trust and bridges with the wider community.

Information

Address	High Road, Britford, Salisbury, Wiltshire SP5 4DS		
Date	17 October 2024	URN	150253
Type of school	Academy	No. of pupils	50
Diocese/District	Salisbury		
MAT/Federation	Pickwick Academy		
Headteacher	Louise Knipe		
Chair of Governors	Co-chairs Nicola Ford and Erica Quirk		
Inspector	Dorothy Robinson		