

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bishops Lydeard Church School

Address	Mount Street, Bishops Lydeard, Taunton, Somerset. TA4 3AN		
Date of inspection	17 January 2019	Status of school	Academy inspected as Voluntary Controlled in the Bath and Wells Multi-Academy trust.
Diocese	Bath and Wells	URN	142402

Overall Judgement	Grade	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgement		
The impact of collective worship	Grade	Good

School context

Bishops Lydeard is a primary school with 165 pupils on roll. The school has a very low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The school has become part of the Bath and Wells Multi-Academy Trust since the last inspection. The current interim headteacher has been in post since September 2018.

The school's Christian vision

We want every lesson, experience and day in our school to expose children to an education without limits, full of the joy and fullness of life.

The vision is based on Jesus' saying in the bible 'I have come to bring life in all its fullness.' John 10: 10

Key findings

- The impact of the Christian vision on spiritual, moral, social and cultural development is clear in the way pupils speak confidently about school values and spiritual matters.
- Collective worship is well planned to support the vision. Its impact on pupils is seen in enthusiastic participation and joyous singing.
- The vision promotes a strong sense of partnership which mutually benefits the village, church and school.
- The vision has yet to be fully embedded in the school's policies.
- Religious education is well organised and promotes a strong understanding of Christian values but the religious education policy is not yet complete.

Areas for development

- Develop pupils' understanding of Christianity as a multi-cultural world faith so that they deepen their knowledge of the Christian faith in today's world.
- Strengthen the use of Anglican practice in worship so that pupils develop a greater understanding of its distinctive features.
- Extend pupils' awareness of global and social issues so that they may learn to become advocates of change.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

A clear Christian vision is thoroughly explained on the website, with roots in biblical teaching. Pupils understand and can explain the source of their school values of respect, endurance and friendship. There is a very strong sense of community driven by the vision. This is evident in supportive partnerships between the school, church and village. The vision is shared and understood by staff, the incumbent and the governors. High quality displays in school remind pupils of the vision. The multi-academy trust supports the vision through partnerships with experienced staff and development opportunities. This helps pupils to reflect thoughtfully and behave well. There is clear evidence of good practice in implementing the vision seen in the beliefs in success shared by pupils and adults. However, some school policies need completing to ensure the vision is properly underpinned.

The Christian vision is made explicit through high level care offered in educating all pupils. Parents appreciate assistance with the academic needs of children through approachable staff and individual plans. A well-developed system for using additional funding for disadvantaged pupils ensures good progress. There is a broad curriculum and an approach to spirituality is seen through all subjects. Significant progress since the last inspection is evident in the spiritual maturity of pupils. A range of other opportunities are provided in and out of school from which pupils gain great joy. A pupil description of a 'Pilgrim Day' at the cathedral as "The best school trip ever!" demonstrates this. Pupils understand the Christian vision applies to all areas of life both academic and personal.

Pupils are encouraged to reach their full potential in various ways. Reflection areas in classrooms, and use of the 'jigsaw' programme in personal, social and health education and other opportunities are used to good effect. This is seen in pupil willingness to reflect readily about hopes and aspirations. Pupils also understand that as Jesus came to bring life in all its fullness so they have a duty to help others achieve the same. This is seen in involvement in local charitable projects such as assisting those with dementia. Pupil visits to the local Royal British Legion home are one example of helping others to live a full life. There is some awareness of global concerns such as poverty and justice, but this needs further development.

Christian vision is evident in the activities of the school council and pupils are aware of ways in which different views can be explored and resolved. Pupils understand that the Christian values of respect and friendship underpin the way they should behave towards each other. They know that as Jesus cared for all so they should do the same. Implementing the behaviour policy is a priority and it is carefully written around the school vision. A significant improvement in behaviour is notable in the period since the last inspection as a result. Persisting with the Christian ideal of love and forgiveness in the face of difficulty is readily understood by pupils, and they can link this with the example of Jesus and biblical figures.

There are few children who are not of White British heritage, but staff conscientiously seek to ensure pupils understand the diverse nature of the world. Dignity and respect for all is strongly encouraged and the impact of an African drumming workshop, celebration of Women's World Day of Prayer and other activities are very evident in the way pupils talk about diversity. These are recorded in photos in a vision scrapbook available for pupils to recall these events and their significance.

Pupils participate enthusiastically in worship and sing particularly well. Visits from an 'Open the Book' group as part of collective worship are warmly welcomed. The impact of this is seen in that pupils readily recall particular visits and their personal implication. Worship demonstrates the vision showing that all are valued by God and can contribute unique gifts. Christian teaching about God as Father, Son and Holy Spirit is underlined in the opening of worship through a three branched candlestick. Pupils readily explain how they understand this using various illustrations. Formal prayers and dismissal responses are used and pupils understand the importance of prayer. There is a need for greater use of Anglican practice so that pupils understand that God can be approached in a variety of ways. Collective worship is well planned and strongly led with live music through guitar accompaniment. Reflective opportunities in worship encourage pupils to think about how the material applies to their lives. There are informal systems in place to monitor and evaluate collective worship, but improving them

to effectively inform future planning is an area for development.

Religious education is a separate subject and is well planned and taught. The religious education leader has wider responsibility across the trust and provides opportunities for staff development which are well used. The impact of this allows adults to flourish in line with the school's vision and promotes confident teaching. Staff attended national training on developing a Christian vision and the contribution of religious education to the vision is readily understood. Materials in use include the 'Understanding Christianity' resource which has significant impact in helping pupils understand the bible. Pupils have a thoughtful understanding of the significance of Christianity as a living faith with its effect on society. There is a need for a greater understanding of Christianity as a multi-cultural world faith and this is an area for development. Good practice is evident in teaching religious education and pupils understand the importance of studying world faiths. One pupil confidently explained that we must do this to understand other people especially as he has a friend of another faith. Pupils display an interest in world religions and can readily explain why ideas such as fasting appear in a number of faiths. The current draft religious education policy needs completing to ensure good practice is properly underpinned.

Headteacher	Tracey Trood
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