

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lamplugh Church of England School

Address	Kirkland, Frizington, Cumbria. CA26 3XU		
Date of inspection	14/3/2019	Status of school	Voluntary Controlled
Diocese	Carlisle	URN	112295

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

School context

Lamplugh is a primary school with 8 pupils on roll and 10 in the nursery. Most pupils are in Reception. All pupils are of White British heritage. No 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 above national averages. The executive headteacher was appointed on a temporary basis from September 2018 and the Chair of Governors was appointed in May 2018.

The school's Christian vision

Working together in friendship and faith. Learning for life.

We aim to provide an inspirational and inclusive environment which promotes respect and motivates children to learn both independently and collaboratively. This is rooted in the life and teachings of Jesus. Our Christian values are friendship, forgiveness, endurance, creation, compassion and thankfulness.

Key findings

- The school's distinctive Christian vision infuses every aspect of school life. Following a difficult time, the strong staff team is mutually supportive and works closely together to nurture the pupils in their care.
- The school's Christian values are embedded in all aspects of school life. Pupils love coming to school. They explain the biblical roots of the school's values and take action to make the world a fairer place.
- The Christian vision informs the curriculum. Spiritual development is routinely incorporated into planning. Learning is personalised and pupils learn to work both independently and collaboratively. The curriculum is enriched by partnerships with the church, other church schools and the community. Consequently, pupils develop into confident and mature individuals. They respect different views and disagree well.
- Collective worship inspires pupils and adults. Exemplary practice supports even the youngest children in leading worship. Pupils have a good understanding of how to use times of silence for reflection.
- RE is well-planned and engages pupils with big questions. However, there are few opportunities for pupils to encounter diversity or experience dialogue with people of different faiths and cultures.

Areas for development

- To continue to develop and share the school's Christian vision as changes occur to leadership and the pupil profile. This is so that the developing vision meets the needs of the changing school.
- To provide opportunities for pupils to engage in dialogue with Christians of different traditions and people of different faiths and cultures. This is to develop their understanding of and attitudes to diversity.
- To offer a wider range of activities to support prayer and reflection, to further develop pupils' understanding of the purpose of prayer.

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

The Christian vision is understood well by leaders. It makes an impact on all relationships and decision-making. The school has faced a difficult time in recent years, including a complete change of staffing and leadership alongside declining pupil numbers. However, during the last year, staff have gained a renewed sense of purpose. A process of consultation with all stakeholders, including parents, resulted in the development of a renewed Christian vision. This is rooted in the example of Jesus and staff link all aspects of their practice to him as a leader and the way he 'nurtured his flock'. Although most children are in Reception or Key Stage 1, numbers in the nursery are growing and it is hoped that these children will move through the school, resulting in a change to the pupil profile. The acting headteacher has been exceptionally well-supported this year by the experienced executive headteacher, whose presence is an inspiration. She enables capacity for staff-development and creativity. The school is part of a triad of church schools which have a mutually beneficial partnership. The recently appointed chair of governors is highly experienced in his role and, along with the executive headteacher, joined the school from another in the triad. The intention was to provide support at this difficult time. His expertise has played a significant part in rejuvenating the school and staff appreciate his strong pastoral support. Governance is strong and includes regular monitoring by governors who are ready to challenge as well as support. The whole school family is involved in evaluating the school as a church school and the review of the school improvement plan feeds into strategic planning. Training, drawing on the partnership with the diocese, effectively supports staff and governors in their roles. Leaders are keen that, as changes take place in the next school year, there should be a continued focus on developing the Christian vision to meet the changing needs of the school.

The curriculum fulfils the Christian vision by offering learning for life through independent and collaborative learning. The small class sizes mean that learning is personalised. Children quickly develop the ability to work independently and motivate themselves. Spiritual development is a high priority and planning routinely includes opportunities for reflection on Christian values. The small class sizes result in a flexible curriculum, developed in response to the passions of the pupils. A recent example of this was the 'plastic ocean' topic which resulted in children being articulate agents for change. They explain links between the world's problems and Christian beliefs about the need to care for the world God created. Pupils develop an age-appropriate understanding of ways in which the world is unfair. They support a rich variety of charities as an expression of their concern for those in need. The school is the first to implement the Archbishop of York's Young Leaders' Award for pupils in Reception and Key Stage 1. This programme is having a powerful impact on children's understanding of what it means to be kind and compassionate. The curriculum is enriched by mutually beneficial partnerships with the church, community, local church schools and the diocese. Pupils are able to interact with larger groups of pupils by joining other schools in the triad for worship, sports, science and sometimes residential experience. The partnership with Fairways residential home for the elderly develops children's social skills and is highly valued by residents.

The school's commitment to living by Christian values is evident in the warm and nurturing learning environment where pupils feel secure. Consequently they love coming to school, enjoy their learning and gain in confidence. This contributes to the good and sometimes accelerated progress being made by pupils, including those with special needs. Behaviour is good. Children talk about the importance of forgiveness, linking this to beliefs about the forgiveness of Jesus as a result of his death and resurrection. Mental health and wellbeing for pupils and staff is a high priority. In appointing staff, expertise in mental health first aid has been a significant consideration to enable staff to support children with emotional needs. All are valued, whatever their needs. Older pupils quickly develop a sense of responsibility for younger ones. Even children in Reception gain a well-developed sense of responsibility. This is because they see themselves as 'the big ones' who need to set an example and care for those in the nursery.

Collective worship is inspiring and an important way in which the vision is shared. Pupils sing with enthusiasm and participate with confidence. There are well-established procedures for quiet reflection, with the result that even the youngest children value time for silence and stillness. Nursery sometimes worship

with the whole school, but also engage well with Bible stories through their own worship time. Careful planning for worship ensures that pupils reflect on a range of Christian values, beliefs and festivals. The school has developed highly innovative strategies to support all children in leading worship. Using a wipe-clean sheet for planning, they choose a 'gathering item' as a start for worship, share ideas for reflection and select an action for everyone to do as they 'go forth' from worship. This is helping to develop their understanding of worship and makes them feel more involved. Pupils have a developing understanding of the importance of prayer. Prayer and reflection is supported by worship tables in classrooms. Pupils in Reception make regular use of a tent which provides a quiet space for reflection. However, worship tables are not at present used regularly for independent activities by pupils.

RE plays an important part in the school's vision for a curriculum which promotes respect. The balanced curriculum, making use of the local authority syllabus, ensures that pupils engage with Christianity and different world faiths. It is focused around big questions and helps pupils to learn to disagree well. The curriculum has been planned to secure progression across the key stages. Teaching is informed by sound assessment procedures and feedback supports progress in RE. Feedback makes good use of development questions to help children to improve their work and extend their thinking. The recent Africa day was enjoyed by all and contributed to pupils' understanding of cultural differences. However, pupils at present have few opportunities to meet with people of different faiths and cultures. Consequently, although they learn to value all people, whoever they are, they have few opportunities to develop their understanding and attitudes as a result of personal encounters.

The school has weathered the storms of the past few years, emerging as a strong and resilient team. They are moving forward with excitement and hope for the future.

Executive headteacher Acting headteacher	Lindsey Martin Katie Robinson
Inspector's name and number	Carol Berry 324