

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Eldersfield Lawn Church of England Voluntary Controlled Primary School

Vision

LIFE - Living and Inspiring Futures for Everyone

Through our school's LIFE vision and the links we make to our Christian values, pupils develop intellectually, emotionally and physically, as well as growing socially and spiritually to gain a genuine respect for themselves, for each other, for their local community and for the whole world

Eldersfield Lawn Church of England Voluntary Controlled Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The impact of the Christian vision is clearly evident. It shapes leaders, including governors, decisions, policies and practices. Consequently, both pupils and adults thrive personally, academically and professionally.
- Relationships at all levels are underpinned by the school's carefully chosen vision of LIFE. Adults successfully model behaviour that pupils willingly adopt and reflect in their interactions with others. This leads to a harmonious learning community.
- Collective worship makes a difference to each person's daily school experience. Even the youngest members of the community can express why the Bible, prayer and reflection are important in the lives of believers.
- Religious education (RE) is carefully planned so that pupils grow in their knowledge and understanding of world religions and worldviews. Learning is brought to life by an exciting programme of visits and visitors. This supports pupils in their growing appreciation of diversity in modern Britain.
- The school has a range of highly effective partnerships with parents, the church, the diocese and the wider local community. These are mutually beneficial and enable pupils to expand their experiences and deepen their empathy towards others.

Development Points

- Develop a shared language of spirituality. This is so that adults and pupils can capture and express their spontaneous and planned moments of spiritual growth.
- Build a revised RE curriculum that continues to meet the needs of the school in line with local and diocesan decisions. This is so that pupils experience challenging learning that encompasses worldviews and world religions including Christianity.
- Enhance the school's developing approach to vision-led collective worship. This is so that adults and pupils continue to find worship inviting, inclusive, inspiring and spiritually sustaining.



Inspection Findings

The clarity of the Christian vision is woven through the daily lives of adults and pupils at Eldersfield Lawn. Living and Inspiring Futures for Everyone (LIFE) is a clearly understood shared vision. This enables staff and pupils to thrive in an environment of trust and care. Leaders make strategic decisions that have a positive impact on the pupils and staff based on this vision. LIFE is inclusive of staff and the wider community. This leads to a culture of aspiration with a strong emphasis on pastoral support. A parent commented, 'the school goes to incredible lengths to support all pupils.' These strong partnerships reflect the depth of the school's vision. Hope, community, dignity, wisdom, joy and peace are school values that are visible and lived-out. Adults and pupils can articulate how the exploration of these values work in tandem with the vision. LIFE was recently reviewed and is now underpinned by three scripture passages from Romans, Proverbs and Timothy. Although these are understood by staff, they are not embedded sufficiently to have an impact on pupils.

Inspired by the school's clear vision, leaders work tirelessly at establishing an enrichment programme tailored for pupils. This enables pupils to develop a deeper understanding of the diversity of Britain in comparison with their small rural community. Visits include an annual trip to London, Tewkesbury Abbey and RAF Defford. It is this relentless focus on expanding the pupils' horizons which brings the school's curriculum to life. Consequently, this impacts on pupils and makes them more outward thinking. Leaders are creative and brave in the decisions that they make. Adaptations for vulnerable pupils and those with special educational needs and/or disabilities (SEND) are carefully shaped. Thus ensuring classroom provision is right for all. This results in an inclusive and welcoming place in which to learn and flourish. The curriculum is planned to include well-chosen global issues that enable pupils to empathise with issues like the slave trade and current world events. They can articulate how this enriches the curriculum and supports them in their spiritual development.

Collective worship is an important part of the day and is invitational. Pupils speak enthusiastically about worship and how it impacts on their spiritual life in and outside school. They look forward to daily worship and it makes a difference to the pupils' daily school experience. Church partners including the Open the Book team and local clergy help to enrich pupil's wider knowledge of Christianity. Pupils talk animatedly about the role that prayer has at school. They can explain how prayer flows into the classroom reflection areas, where pupils have access to their own prayer pebbles. Pupils reflect on collective worship beyond the school gates and can articulate its impact on them as members of the wider community. Establishing safe spaces is an important aspect of the school's strategic mission. Within these spaces, opportunities to reflect, think and search for meaning can be taken. Although pupils are developing spiritually, there is no shared language to describe this across the school. This is leading to a shallower experience for pupils when reflecting on their spirituality. While collective worship is a strength, it is led by the school values rather than the vision of LIFE. Consequently, pupils are not currently experiencing the depth of the school's vision through collective worship.

Leaders work hard to ensure that wellbeing and mental health are given the highest priority. When new pupils join the school, staff ensure that there is a smooth transition for the families. Adults know their pupils well and 'go the extra mile' in their care for them. There is a warm welcome for all. This starts at the beginning of the day when the pupils are greeted at the school gate. The long-established open-door policy results in parents feeling reassured and pupils being happy about coming to school. The Christian value of service is woven through the school's approach to caring for pupils and adults. This flows from school leaders who are passionate about their positive role in the lives of all in the community. Infusing the relationships that pupils have towards each other and those



who care for them. Adults' wellbeing is carefully monitored by a designated wellbeing governor. Staff are given space and time to carry out subject leadership roles. Additionally, adults and pupils have designated places in which they can enjoy stillness and contemplation. They can articulate how this enriches the curriculum and supports them in their spiritual development.

The school's Christian outworking in the community and its deep commitment to widen the pupils' experiences leads to an active culture of justice and responsibility. Adults act as positive role models and encourage pupils to adopt leadership roles. This allows pupils to develop as young governors and collective worship monitors. This natural emphasis on responsibility enables pupils to grow as potential leaders. They feel that they have a powerful voice in the life of their school. Pupils have a strong sense of justice and fairness. This is evident in the role of pupils as peacemakers at break times. They can talk about their lived experiences and empathise with the lives of other pupils around the world. Pupils can clearly articulate how their vision of LIFE allows them to deepen their understanding of justice and responsibility. The school's partnerships with the Air Ambulance, local hospice and residential home were initiated and maintained by pupils. Nevertheless, opportunities to empower pupils to engage in issues wider than those they experience in the UK is underdeveloped.

RE has a high priority within the school and is brought to life by well-chosen visits and visitors. Pupils enjoy RE and talk about how important it is to their lives. A pupil said that RE and collective worship helps him to 'think better.' Pupils are given opportunities to discuss complex questions and concepts. This leads to a high level of religious literacy. Pupils capture their reflections and understanding in books and are rightly proud of their contributions. Training and support for adults is provided by the diocese. Therefore, ensuring that pupils have an RE curriculum that is tailored to a small Church school. However, the curriculum does not always fully challenge learners in their deeper thinking. Consequently, they cannot always make clear connections between world religions and Christianity as a global faith. Leaders collaborate effectively with other schools. Leading to strong local relationships.

Information

Address	Eldersfield Lawn Church of England, Corse Lawn, Gloucester, GL19 4LZ		
Date	Tuesday 19 November 2024	URN	116807
Type of school	Voluntary Controlled	No. of pupils	102
Diocese/District	Worcester		
Headteacher	Sarah Hindle		
Chair of Governors	Paul Chichester		
Inspector	Graham Shore		