



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Pimperne Voluntary Controlled Church of England Primary School

Pimperne, Blandford Forum, Dorset

DT11 8WF

Previous SIAS grade: Outstanding

Current SIAMS grade: Good

Diocese: Salisbury

Local authority: Dorset

Date of inspection: 17 March 2016

Date of last inspection: 31 March 2011

School's unique reference number: 113774

Headteacher: Jerome De Silva

Inspector's name and number: Marcia Headon 761

School context

Pimperne Church of England Voluntary Controlled Primary School has 199 pupils aged between four and eleven. Just over half come from the nearby town of Blandford and a small minority come from army families. The majority of pupils are of white British heritage and there are very few children who speak English as an additional language. The number with special educational needs and physical disabilities is below national averages. There are very few children who have a statement of special educational need or an education and health care plan. The proportion of disadvantaged pupils eligible for additional funding is much lower than the national average. A new school building was opened in April 2015.

The distinctiveness and effectiveness of Pimperne as a Church of England school are good

- The values of the school are well known by the pupils and make a good contribution to their personal and spiritual development.
- The decisive leadership of the headteacher and deputy headteacher ensures that the school's Christian ethos is fostered very strongly.
- The good relationships within the school ensure that everyone feels valued and respected.

Areas to improve

- Develop pupils' understanding of the nature and purpose of prayer and reflection in order to deepen their spiritual awareness.
- Ensure that the foundation governors conduct an evaluation of the church school distinctiveness in order to help their understanding of the next steps for the school.
- Extend the evaluation of the impact of collective worship by all stakeholders in order to assist its improvement further.

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

The school's Christian values of perseverance, forgiveness, justice, compassion, selflessness, trust, respect and courage permeate its life and are prominently displayed on the website, in newsletters, in corridors and classrooms. Even the youngest pupils are able to explain why these values are important to their lives. For example, one spoke about the need for compassion as Jesus was kind to all. Pupils demonstrate this value through their wide range of charity fundraising, for example for Operation Christmas Child, the Royal National Institute for the Blind, a local charity Teddy 20 or giving to the local food bank. The reinforcement of the values through the visual display in the school hall of a tree with leaves added when pupils demonstrate a value particularly strongly, shows how central they are to the life of the school. Older pupils are able to link these values to Bible stories but some younger pupils find this much more difficult. The values support pupils' good attitudes to learning and the staff model the value of perseverance by constantly providing additional help to pupils in their work. As a result of this children achieve well and the gap between disadvantaged pupils and their peers has closed. Attendance is very good as children clearly enjoy coming to school confident that their teachers and other adults will listen to them and value their thoughts and ideas. This indicates the impact of the value of compassion. Relationships are good and one member of staff spoke powerfully of the school as her family showing how much trust there is between all members of the school. Behaviour is good and pupils know right from wrong. The behaviour policy is explicitly underpinned by the Christian values of justice and forgiveness. Pupils' spiritual development is being fostered well by encouraging them to ask questions, and to reflect. The floor books which pupils complete show this well; for example, pupils revised their own views of prophecy after considering the idea of what a prophet was. Nevertheless, currently not all pupils understand what it means to reflect. The cultural development of pupils is good and they show tolerance and respect to those of other faiths or no faith. However, although pupils are very clear about the role of the Established Church in Britain they are less certain about the role of the Anglican church worldwide. Religious education (RE) makes a very strong contribution to the spiritual and cultural development of pupils. The RE leader has excellent subject knowledge and has developed the work on the new RE syllabus well. She provides very good support to her colleagues. Pupils show good understanding of the life of Jesus and knowledge of other faiths as well as how their lives relate to the issues being covered.

The impact of collective worship on the school community is good

Pupils enjoy collective worship and respond with great enthusiasm because of the interesting moral stories based on Christian values which they are told and the way in which they are presented. They answer questions with zeal and participate very willingly when asked to act out stories. They understand the moral messages, for example in the parable of the unforgiving servant pupils explained very sensibly the reality of this story and the difficulty of forgiveness to all. The impact of this act of collective worship was very evident. Collective worship is a spiritual time in the life of the school. It makes a good contribution to school life and to developing pupils' spirituality. However, younger pupils are less clear on the importance of collective worship as a time of quiet when the school comes together or a time when prayers are said. Collective worship is carefully planned by the deputy headteacher. Worship themes are strongly centred on the school's values, the liturgical year and Christian festivals. Collective worship develops pupils' understanding of the significance of Christian festivals, the life and work of Jesus and allows them to reflect on their own experiences. The weekly pattern of worship led by staff, or visiting clergy, in the current absence of the Rector, allows pupils to experience different traditions. Pupils particularly like the worship in St Peter's Church which takes place termly and parents also enjoy these services as a special time when they can be with their children in worship. Pupils are involved in leading worship and a very recent initiative has been the development of the Light Leaders' group which is just beginning to

consider how it can plan worship. Prayer is used in school both in collective worship and at other times in the day. Pupils write their own prayers which are used in collective worship but younger pupils do not fully understand the significance of prayer to Christians or its purpose to them or the wider church. However, pupils' understanding of the Trinity is very good with pupils able to relate the colours of three candles to Father, Son and Holy Spirit and to explain the concept well. Although surveys have been conducted on the format and content of worship, currently there has not been enough evaluation of the impact of collective worship by all stakeholders to assess its effectiveness.

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

The headteacher and deputy headteacher both have a very strong commitment to the development of the school's Christian ethos. They have a clear vision of the steps which are needed to develop this further and their self-evaluation is entirely accurate. They see all pupils as being special in the eyes of God and the mission statement of 'Celebrate, Believe, and Aspire' is being followed through very effectively by their actions. Parents confirm that the staff and headteacher know their children as individuals. The headteacher and staff model the school's Christian values and the decisive leadership of the headteacher has ensured there has been a focus on the development of the Christian distinctiveness of the school. The foundation governors are fully committed to the school. They have worked tirelessly to ensure the new buildings display the church school foundation. They have addressed the areas from the previous inspection well. However, they have not routinely and formally monitored or reviewed the church school distinctiveness although the school has surveyed the parents who consider it to be good. In the past the Rector discussed and monitored this aspect of the school. The school is committed to the development of future church school leaders and there has been considerable professional development especially on the teaching of RE. Despite the absence of the Rector, links with the local church remain strong with the school writing articles for the parish newsletter on a regular basis, displaying pupils' work in the church and contributing to the Annual Parish Report. In the absence of the Rector, the school acted very quickly to ask the Schools' Development Worker for the Blandford Area School Development Trust to take acts of worship, to visit regularly and to provide support. She has provided good help to the school. The school has a good relationship with the Diocese and has benefitted from the work of its advisory service. As a result of good mutual relationships, parents are highly supportive of the school, speaking of its open, caring and honest ways. One summed up this feeling by saying 'the school is giving fabulous roots to our children morally'.

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