

Name of School: **Pulford VA C of E Lower - September 2024**

URN: 109619

Date and grade of last SIAMS inspection: **November 2023 – The school is living up to its foundation as a Church School.**

Date and grade of last Ofsted Inspection: **November 2023 – Good.**

School context

Pulford School was founded in 1710 when the then Vicar of All Saints left a sum of money for the establishment of a school. We are situated in the town centre and are currently oversubscribed. We do not have a catchment.

The school has a PAN of 45. Children come into the Pre school at rising 3. Children in Year R are taught in two classes of 23/22 to give them the best possible start. Children are taught in mixed aged groups in Key stage 1&2. There are approx. 12% of children with SEND; 12% are in receipt of Pupil Premium; 17.5% have EAL.

The school is closely involved with All Saints Parish Church and the school community is actively involved in the leadership of the family services at 11:30 The Headmaster is ordained as a Priest. The school has close links with the Diocese and participates in their service level agreement. The school uses the Bedfordshire agreed Syllabus for RE and uses additional materials from the Diocese of St Albans (Understanding Christianity).

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

Strand	Actions	Impact	Next-steps/future opportunities for support
<p>Vision and Leadership</p>	<p>The leadership has an established vision statement in place. All stakeholders were involved in this process particularly the children.</p> <p>Greater delegation of leadership to the Key Stage leaders</p> <p>The school is a member of NATRE.</p> <p>Monitoring of our church school distinctiveness is overseen by the SLT and the Church.</p>	<p>The vision is already largely what the school is doing, though now trying to articulate more clearly.</p> <p>The children feel happy and safe and love is the most powerful motivator</p> <p>SIAMS 2023 found that-There is a palpable sense of service, to the children and the wider community, in all the school's work. Although the school's context has changed since the vision was developed, it has been revisited regularly. Leaders have correctly determined that it is still appropriate and will withstand further changes as the community grows in future.</p> <p>The impact of the vision is carefully monitored by all school leaders. Governors visit regularly to review how it is experienced in the day to day life of the school. This enables them to accurately evaluate its effectiveness. In turn, these evaluations inform their future planning. The three core values of faith, hope and love are used to monitor decision making at all levels and these values are well known by pupils. Even the youngest pupils in the pre-school talk of their 'three special words'.</p>	<p>To partner with All Saints Church, for children to lead worship in church across a variety of age groups.</p> <p>Explore ways to develop a shared understanding of diversity in all its forms to enable everyone to live well together.</p> <p>Ensure rigorous systems are in place to enable the accurate tracking of pupil progress within the new RE curriculum.</p> <p>Further promote pupils as agents for change so they are empowered to make a positive difference to local and global communities.</p>

		<p>As soon as families join the school, they are 'enveloped' in the vision. Parents talk of the way they are made to feel welcome, supported and accepted. Families who find themselves in difficult circumstances are supported without judgement. Parents have been enabled to form informal support networks, for example, by the sharing of a travelling crib. This further underpins the school's work to enable all to flourish. The school is held in high regard within the wider community for its outreach work. Adults and pupils thrive at Pulford as a result of the lived out Christian values.</p>	
<p>Wisdom, Knowledge and Skills</p>	<p>A wide and varied curriculum has been put in place with time for self-initiated play. Playtimes, regular breaks and outside learning have been prioritised to ensure the needs of all children are being met. All of the younger children have Forest School for ½ day per fortnight.</p> <p>The delivery of the curriculum has been adapted to meet the needs of each cohort.</p> <p>A diversity of sport has been offered, as well as art and craft, topic and music.</p> <p>Wrap around care, Saturday morning sport and holiday club provision have all been established</p>	<p>The children's spiritual development is enhanced by having the opportunity for such connection with the natural world. It develops understanding of their responsibility to look after it. It supports children with additional needs to flourish in a practical environment. It increases their resilience and emotional well-being which impacts on learning. Children put Christian values of respect, tolerance and co-operation and mutual support into practice. We celebrate the liturgical calendar and learn memory verses each week.</p> <p>The children have greater motivation and make good progress.</p> <p>Each child can find something that they can enjoy/excel in.</p> <p>Families feel supported by the school.</p>	<p>Increase outdoor learning opportunities for those struggling to learn in a formal classroom setting.</p>

	<p>Our RE lead has achieved the Inspired RE leaders development award.</p>	<p>Recent review of the curriculum to include a scheme of work to embed the vision as well as closer links with PHSE.</p>	
<p>Character Development: Hope, Aspiration and Courageous Advocacy</p>	<p>The school's focus has been to build positive relationships. The senior leaders, including the Head, know all children and know of the barriers to learning particularly for its SEND children.</p> <p>A staff team has been built for collegiality to thrive. The SLT has an open door policy.</p> <p>Children's achievements are celebrated in worship each Friday.</p> <p>Implementing Church trails for all pupils within the town.</p> <p>The school was awarded the Eco flag in 2023; recycling and raising money for worthwhile charities. This has been pupil driven. An example would be the reduction in use of plastic at lunch times.</p> <p>Y4 children take part in a residential trip to North Wales each summer.</p> <p>A series of worship times was dedicated to disabilities and mental health issues.</p>	<p>As a consequence of these relationships, character development is personalised. This results in its more rapid development.</p> <p>A very stable staff whose concerns are listened to and acted upon where appropriate.</p> <p>Children see others rewarded for living out Christian values as well as for academic excellence through persistence.</p> <p>The children made the connection between refugees now and Jesus who was a refugee.</p> <p>Children have produced moving accounts, showing a thoughtful response to these global issues. Some have created class worship time around their learning. Through the children, some parents now have greater awareness too</p> <p>This took them outside their comfort zone and enabled them to 'dig deep' within themselves.</p> <p>Children are more aware and tolerant of those exhibiting difficulties or unusual behaviour.</p> <p>The school council meets weekly with the SLT to enable effective communication between children and adults enabling actions to be prompt and directed.</p>	

<p style="text-align: center;">Community and Living Well Together</p>	<p>A big emphasis has been given to strong relationships. Where there are differences of opinion these are dealt with using the knowledge gained about that particular character.</p> <p>The leadership have undertaken mental health training and the action plan which has been informed by stakeholders was implemented in September 24.</p> <p>As all senior leaders teach, they are able to model good practice and work as part of a team. Other benefits are that they can monitor planning, coverage, and children's work more effectively.</p> <p>Ensure that senior leaders continue to be able to teach, rather than be taken from the classroom.</p> <p>Robust behaviour, discipline and positive handling policies have been put in place. Pupils with behaviour issues have behaviour plans including risk assessments and individual crisis management plans.</p> <p>The SENDCO, as emotional health and wellbeing lead, has attended CHUMS training. She has trained all staff.</p>	<p>The turnover and sickness absence of staff is very low. They show great pride in their work by spending focussed quality time in planning, preparation and assessment of their pupils' work.</p> <p>Staff well being- work life balance</p> <p>It has helped foster positive relationships with stakeholders as well as support greater progress for pupils.</p> <p>The children's behaviour and care for one another is outstanding. Attendance is very good and there have been no exclusions.</p> <p>Staff are more confident to talk to children about their emotions and to help them with simple cognitive behaviour techniques.</p>	<p>Following consultation with the staff, to implement the Social, Emotional and Mental Health policy</p>

	<p>We work in partnership with All Saints to organise the August holiday club.</p>		<p>Our aim is to work toward our governing board becoming more reflective of our community and so mirror our pupil and staff teams.</p>
<p>Dignity and Respect</p>	<p>Pulford has ensured that all families, regardless of financial status or cultural background, will not be excluded from school trips or residential visits.</p> <p>Relationships and Sex Education are currently part of the PSHE and Science curriculums. The school takes part in awareness campaigns by the NSPCC such as 'Talk Pants'</p> <p>The school has examined its approach to Relationships and Sex Education, particularly in light of the parental concern in some parts of Britain and with the new SRE legislation. This has been achieved in partnership with the parents. The Deputy Head has attended SRE training provided by the Diocese</p> <p>The school tackles difference and diversity in a variety of subjects across the curriculum</p> <p>The school's anti-bullying policy is reviewed and ratified by the governors on</p>	<p>Everyone feels valued, whatever their background or circumstances.</p> <p>The children know the difference between healthy relationships and how to tackle abuse.</p> <p>The children are more tolerant of difference and know that they are each unique and special to God.</p> <p>Bullying in any form is not tolerated. The children learn the difference between what is rude, mean or bullying and know what to do about it.</p>	<p>Review practice in keeping children safe in relationships on a personal level and through the use of technology.</p>

	<p>a regular basis. The school takes part in anti-bullying week each year.</p>		
<p>The impact of collective worship</p>	<p>A staff or clergy member and four pupil worship leaders conduct each Act of Worship. The Christian style is Anglican, using candles, banners and liturgical colours for each part of the Christian calendar. Joshua Bear with clerical vestments and worship focus drapes are used.</p> <p>Children are encouraged to take an active part in church services. They play the organ or piano, carry the cross and lights, write prayers, sing and read from the pulpit. Staff and children contribute regularly to Sunday services forming a junior choir and leading action songs.</p> <p>Pulford takes part in Prom Praise at the RAH and has also sung at wider Anglican worship</p> <p>We coordinate the town centre schools` remembrance service .</p> <p>Key Stage two children sing a variety of Christian songs at the town centre market at Christmas and Easter as well as coordinate the town wide Lower School Carols</p>	<p>The children have a greater sense of ownership of the worship time.</p> <p>Pupil`s understanding of the Christian calendar is now much improved.</p> <p>This has built a very strong bridge between the school and its linked church.</p> <p>This has supported the drive to raise cultural capital.</p>	<p>More fully involve children in the planning of church services.</p> <p>Develop a close liaison with the new Vicar.</p>
<p>The effectiveness of religious education</p>	<p>At least 5% of curriculum time is timetabled for RE. The curriculum is based upon the Bedfordshire RE Agreed Syllabus.</p>		

	<p>Data analysis meetings and book trawls are scheduled termly. Tracking feeds into a whole school progress and attainment document. RE assessment is focused upon at cluster meetings including moderation and the verification of standards</p> <p>The RE curriculum provides the pupils with knowledge of the teachings of Jesus, linking in this way with the school's vision. It also teaches about the wider global community.</p> <p>RE days are held, faith leaders are invited into school and some places of mainly Christian worship are visited. The pupils decorate the Church for Christian festivals, setting up workshops/stations. Other schools, across the town, are invited to view and take part in these.</p>	<p>The pupils have a seamless transition into RE at their feeder middle schools.</p> <p>Data shows that the children make better than average progress.</p> <p>The pupils are religiously literate. They develop as critical thinkers, appreciate diverse thinking and explore ethical questions.</p> <p>The take up from other schools is good and their comments are very positive.</p> <p>This enables pupils to develop a transferable skill set</p> <p>Children have a safe space in which to discuss their feelings and reactions and offer advice to one another</p>	<p>Establish more effective ways to assess spiritual development</p> <p>A governor with responsibility for RE has just been appointed. She will be using pupil voice and book scrutiny to monitor</p> <p>To take part in the Bedford Faith Trail in order that the children can have a wider experience of other faiths. Achieved- autumn 23</p>
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