

Name of School: Pulford VA C of E Lower -September 2021

URN: 109619

Date and grade of last SIAMS inspection: January 2016 –outstanding in all categories.

Date and grade of last Ofsted Inspection: December 2010 –Outstanding.

School context

The school has a PAN of 45. Children come into the Nursery 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. 10% of children with SEND; 12% are in receipt of Pupil Premium; 12% have EAL ,examples of other first languages are Chinese, Russian, French, Italian, Filipino, Yoruba, Polish.

The school is closely involved with All Saints Parish Church and the Head master is actively involved in the leadership of the family services at 11:15. He has recently been accepted to study for ordination. 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).

The school was awarded the Gold REQM in 2015. The school council sponsors a child in Kenya. The school has strong links with Kenya which contributed in part to the headmaster being awarded an MBE for services to education.

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 put a newly worded vision statement in place. Both middle leaders and senior leaders, including governors were involved. Very recently pupils have been given a voice in this.</p> <p>An area for improvement from the last SIAMS inspection was 'To deepen pupil understanding of worship by enabling them to plan and lead more often'. There are now fixed calendar dates for the pupils to plan and lead worship. The children have written prayers for a prayer folder, to be selected from for the daily Act of Worship. A children's</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>The children are more confident to lead. They have a greater ease in talking to the Head when planning worship and this builds upon their overall positive relationship with him.</p>	<ul style="list-style-type: none"> • To explore fully with the children what they think are the key parts of Jesus' teaching to be followed at Pulford. • To reframe the vision statement in 'child speak', so that all can understand, 'live' and articulate it. • Once the vision is fully in place, to ensure fully that it shapes policies, decisions etc. • To partner with All Saints Church, for children to lead worship in church across a variety of age groups.

	<p>worship band has been established. Another SIAMS improvement was: 'To increase the opportunities for pupils to write extended responses in RE enabling them to demonstrate their depth of thought, reflection and understanding of their studies. There are now many more opportunities for the children to write during RE.</p> <p>Greater delegation of leadership to the Key Stage leaders and in the creation of an Assistant Head post.</p> <p>The Assistant Head has completed the Diocesan Leadership course. The school is a member of NATRE.</p>	<p>The children are much more used to expressing their thinking in a written form in RE, but we are aware that much of the marking is too focused on literacy rather than on deeper thinking.</p> <p>More effective delivery of teaching and learning across the school leading to a renewed child centred focus.</p> <p>Curriculum improvements are being discussed with the wider team.</p>	<ul style="list-style-type: none"> • In-staff training to explore how this can be done more effectively. <p>Audit of our EYFS and Preschool provision examining ways that we can build a more versatile team</p> <p>Complete research project.</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 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. An example is the focus in Y2 of improving their poorer numeracy skills by teaching some maths through music although this has paused in covid times.</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.</p> <p>The children have greater motivation and make good progress.</p>	<ul style="list-style-type: none"> • Increase outdoor learning opportunities for those struggling to learn. • Further liaison with the School Improvement Adviser for support to increase resilience in academic learning. • Further personalisation of the curriculum. • At the end of this year to assess how effective this has been

	<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>Our RE lead is studying for the Inspired RE leaders development award.</p>	<p>Each child can find something that they can enjoy/excel in.</p> <p>Families feel supported by the school.</p>	<p>before deciding whether to continue with a similar approach in Y3</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 SEN children.</p> <p>A staff team has been built for collegiality to thrive. The Head 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>Children take part in Friends of the Earth projects; recycling and raising money for worthwhile charities.</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 at times 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</p>	<ul style="list-style-type: none"> • Further staff training from the Educational Psychologist and Jigsaw on building positive mind sets and channelling anger.

	<p>The local MP has been invited to Acts of Worship and the children have visited Westminster to see how parliament works.</p> <p>Y4 children take part in a residential trip to North Wales each summer.</p> <p>The school Council are supporting a child's education – in Mombasa Kenya</p> <p>A series of worship times was dedicated to disabilities and mental health issues.</p> <p>We have worked hard to implement our post lockdown strategy with a growth mind-set approach</p>	<p>learning. Through the children, some parents now have greater awareness too</p> <p>The children have a greater understanding of the work of the MPs to create a just society.</p> <p>This took them outside their comfort zone and enabled them to 'dig deep' within themselves.</p> <p>The child is doing well and Pulford's pupils have a greater understanding of life in a developing country</p> <p>Children are more aware and tolerant of those exhibiting difficulties or unusual behaviour.</p>	
<p>Community and Living Well Together</p>	<p>A big emphasis has been given to strong relationships. Where there are disagreements these are dealt with using the knowledge gained about that particular character.</p> <p>The leadership have good mental health on their agenda and four senior leaders have the oversight of the staff team.</p>	<p>The turnover and sickness absence of staff is very low. They show great pride in their work by spending adequate time in planning, preparation and assessment of their pupils' work.</p> <p>The development of greater camaraderie.</p>	

	<p>Staff took part in a well-being day, as well as in a Christmas pantomime to raise money for the school</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 school invited the Lord Lieutenant for Bedfordshire to visit</p> <p>Our parents are closely involved in the life of the school. In May 2021 we sent out a parent questionnaire to gauge the response of our services over the</p>	<p>It has helped foster positive relationships with stakeholders.</p> <p>The children's behaviour and care for one another is outstanding. Attendance is 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>The affirmation of the positive work of the school in the wider community.</p> <p>End of year data, in conjunction with pastoral care provision demonstrates that attainment and progress remain strong.</p>	<p>Following consultation with the staff, to implement the Social, Emotional and Mental Health policy</p>
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	<p>lockdown period. 77 responses were received and the results showed that 90% + of parents were very pleased with the school offer during the pandemic. As our school continues to grow in the diversity of ethnicities represented we have established a diversity and inclusion working party consisting of the chair, the head, a member of teaching staff and interested parents. This has met half termly over the year 2020-2021 on zoom and continues to inform our journey into the new SRE curriculum.</p> <p>To support our school community after the lockdown and beyond we have established sport and craft provision for the holiday periods. As part of this we work in partnership with All Saints to organise the August holiday club.</p> <p>Additionally, we have worked in partnership with the Town Council in supporting the work of the community café, as well as providing a base for a summer cycling initiative.</p> <p>The school has acted as a base for food bank donations throughout the pandemic period.</p>	<p>We are currently exploring unconscious bias with the staff team as well as increasing our book stock to reflect the school which we have become.</p> <p>These initiatives support vulnerable children as well as those whose parents need to attend their place of work and further provide opportunities for children to share social time together after missing these experiences for much of the last two years.</p> <p>These actions have enabled the wider community to enjoy an enhanced experience in the adjacent park which has supported mental and physical health.</p> <p>This has supported the most vulnerable families in this difficult time.</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>
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	<p>We have recently fund raised and purchased a new minibus for the school.</p> <p>The school has partnered with the charity CHUMS to provide outdoor cinema experiences</p> <p>In conjunction with the Police we have provided a communication channel during the lockdowns between our children and elderly citizens with letters and homemade gifts distributed to both parties.</p>	<p>This facility is available to community groups across the town.</p> <p>The films have provided safe and enjoyable entertainment experiences for families.</p> <p>Both young and old benefitted from feeling less isolated.</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 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</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</p>	<ul style="list-style-type: none"> • The school will examine 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. The Deputy Head will shortly be attending SRE training provided by the Diocese • Review practice in keeping children safe in relationships on a personal level and through the use of technology.

	<p>on a regular basis. The school takes part in anti-bullying week each year.</p>	<p>what is rude, mean or bullying and know what to do about it.</p>	
<p>The impact of collective worship</p>	<p>A staff or clergy member and four pupil worship leaders conduct each Act of Worship other than one day a week when a class do this. 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 now 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 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 and has also sung at wider Anglican worship</p> <p>During the times that Pulford was not able to open to all pupils we streamed our act of worship on line.</p> <p>In January 2021 our key worker children were asked to provide the prayers and music for Radio 4 Sunday Worship</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 excellent.</p> <p>This has built a very strong bridge between the school and its linked church.</p> <p>This was appreciated by a wide audience which included elderly relatives of our pupils.</p> <p>This experience made the children feel valued and appreciated at what was one of most challenging months so far.</p>	<ul style="list-style-type: none"> • More fully involve children in the planning of church services. • Develop a close liaison with the new clergy, to include the provision of Eucharist for the children.

	<p>One colleague sung and another produced a video of hope during the winter based around the song "Friend in You". This was used by the BBC in their news programme.</p> <p>We coordinated the town centre schools` remembrance service which was covered by the BBC</p>		
<p>The effectiveness of religious education</p>	<p>At least 5% of curriculum time is timetabled for RE. As one of those teaching in KS1, the Head is able to ensure that the lower school team are complying with this entitlement. In KS2 this is done by the RE subject leader. 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>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>	<ul style="list-style-type: none"> • Establish more effective ways to assess spiritual development • A governor with responsibility for RE has just been appointed. She will be using pupil voice and book scrutiny to monitor

	<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 school teaches through cross-curricular topics Adoption of a Values curriculum for PSHE</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>	<ul style="list-style-type: none"> • To take part in the Bedford Faith Trail in order that the children can have a wider experience of other faiths.
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