Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lockerley Church of England Endowed Primary School

Vision

A drive for all children to show love in their hearts, a courage in their learning and respect for each other.

Lockerley Church of England Endowed 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 Christian vision permeates through the daily experience of school life. The leaders of the school have created a calm, inclusive and nurturing environment in which pupils and adults flourish.
- Motivated by the vision of loving others, leaders prioritise wellbeing. Their actions make sure that pupils and adults flourish within a happy community where they feel deeply valued as individuals.
- Spiritual flourishment is embedded throughout the curriculum in a variety of creative ways. As a result, pupils are given numerous opportunities to be actively involved in deepening their own understanding of self, others and the beauty of the world.
- Pupils and adults demonstrate courage and love in their actions to instigate positive change within their community. Consequently, the outreach of the vision beyond the school is meaningful and empowering.
- Leaders provide effective staff training in religious education (RE) that enhances the quality of teaching. As a result, staff feel well supported in teaching creative lessons that engage pupils and enable them to learn well.

Development Points

- Embed recent initiatives that support pupils to understand their emotions. This is so that pupils can recognise ways to develop their wellbeing even further.
- Strengthen the RE curriculum in the teaching of religions beyond Christianity. This is to deepen pupils' understanding of the diverse ways in which people live out their beliefs.

Inspection Findings

Lockerley's Christian vision, embedded through strong leadership, empowers it to be a highly effective Church school. It inspires the united staff team in meeting the needs of the community that it serves. Pupils and adults understand how love, courage and respect are rooted in Bible stories and the life of Jesus. Leaders and governors know the school well. They have effective systems in place to monitor and evaluate the impact of the Christian vision. As a result, accurate self-evaluation of Church school effectiveness gives clear direction. Strategic decisions are carefully considered and implemented to maximise the benefits to the school. For example, the school organises a weekly playgroup session in the village hall. This builds strong relationships with the families of preschool children within the community and helps to create a smooth transition into school. The school is also strengthened through its relationship with the diocese. Staff development is enhanced through access to its comprehensive training programme. As a result, staff feel well-supported and valued.

The vision provides the firm foundations for a curriculum that is rich and varied. Pupils are taught the knowledge and skills required to reach their potential. For example, the school prioritises developing pupils' speaking and listening skills, enabling them to become confident individuals. The learning for pupils with special educational needs and/or disabilities (SEND), or who are vulnerable, is adapted so that lessons are inclusive. Pupils demonstrate a mature understanding of their peers' needs. They champion the school's ethos of respect and appreciate that adaptations are sometimes necessary for others to excel. Leaders ensure that spiritual experiences are woven into the curriculum. A shared understanding of self, others and the beauty of the world encourages pupils to reflect upon their spiritual development. For example, the school's annual Spirituality Week enables pupils of different ages to work together and creatively explore life's big questions. Extracurricular activities support pupils to develop their own love of learning. Opportunities, such as choir, sports competitions and chess club, inspire pupils to explore their own unique talents. Through residential trips the pupils develop their courage by trying a range of adventurous activities.

Daily acts of worship support the spiritual flourishing of the school community. It is thoughtfully planned to promote inclusion. For example, pupils sit in house groups so that older pupils can support those who are younger to articulate their thoughts. The spiritual garden is respected as a place of reflection and prayer. Pupils appreciate the opportunity to feel calm by being still in nature. Worship sessions led by local clergy deepen pupils' impressive understanding of Bible stories. They can link these stories to the school vision, guiding their behaviour towards one another. Consequently, worship inspires attitudes and actions that enable pupils to love and respect others. Pupils and adults take an active role in leading services at St. John's Church. These boost the school community's engagement with the rhythm of Christian worship life. Pupil spiritual ambassadors evaluate the impact of worship and leaders actively act on their views. For example, collective worship has been moved to the start of the morning so that key themes can be revisited throughout the school day. This has enabled pupils to respond positively, for example, when faced with challenges in their learning.

Leaders have created a culture where people are treated exceptionally well and feel loved. They prioritise wellbeing. Staff particularly value the focus on a healthy work-life balance as it makes them feel valued. Adults teach pupils how to build positive and trusting relationships. As a result, pupils behave well and respect one another. The investment in the outdoor environment has resulted in pupils having a greater sense of freedom at breaktimes. Parents and carers appreciate the care offered so generously to them as well as to their children. They feel as though they belong within the school community. Leaders recognise the need to provide more support for

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pupils in understanding and managing their emotions independently. This new approach, supported by an increase in pastoral therapy, is in the initial phase of its implementation.

The school's vision inspires pupils to show love and responsibility for others. Through the curriculum, pupils gain a well-rounded understanding of justice and how people can act to uphold this. To this end, the school takes a leading role in fostering partnerships that impact upon the local community. These help pupils to understand how their actions can make a positive difference. For example, they wrote to the parish council to highlight the issue of dangerous parking close to the school. This is now being actively discussed in council meetings. Pupils host community lunches and afternoon teas to show respect to the volunteers in the village who give of their time to help others. There are numerous opportunities for pupils to take on leadership roles, such as house captains, spiritual ambassadors, and junior road safety officers. These roles teach them how to serve and show compassion to one another. Older pupils are buddies for the youngest children in the school. This develops a feeling of togetherness and sense of love for one another. The importance of looking after the environment is shared across the school community. For example, the school organises activities within a local woodland, encouraging pupils and adults to nurture biodiversity and protect wildlife.

RE is valued and given high priority at Lockerley. Leaders have outlined a clear progression of what is to be taught and when. The curriculum is well balanced and is supplemented by the use of high-quality resources. This enables pupils to develop a secure understanding of Christianity, as well as the central concepts relating to other religions and worldviews. Effectively supported by the diocese, leaders monitor and evaluate the curriculum thoroughly. Thus, they take decisive action that leads to improvement. High-quality training deepens teachers' subject knowledge so that they can deliver the curriculum effectively. Clergy from the local church actively support the teaching within RE. They enrich the curriculum through discussions with pupils and helping to facilitate visits to St. John's Church, Romsey Abbey and Winchester Cathedral. As a result, pupils understand the different ways that Christians practise their beliefs. However, they have a more limited understanding of the diverse range of beliefs and practices that exist within religions and worldviews beyond Christianity.

The quality of teaching within RE is effective. Pupils are engaged within lessons and respond in detail to questions. Teachers use assessment to adapt teaching to meet the needs of their classes. As a result, pupils across the school learn well and make sustained progress in RE. Assessments are evaluated by the RE leader to inform future planning and training needs. Consequently, teachers are better equipped to support pupils' learning. Pupils value the range of creative opportunities provided to demonstrate their learning. For example, older pupils create a group dance sequence to portray the life of Jesus. Their choreography is emotionally powerful, spiritually uplifting and based on secure biblical knowledge. It exemplifies how love, courage and respect are at the heart of the curriculum.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Butts Green, Lockerley, Romsey, SO51 0JG		
Date	23 June 2025	URN	116363
Type of school	Voluntary Aided	No. of pupils	72
Diocese	Winchester		
Headteacher	Katy Kwiatek		
Chair of Governors	Christina Randles		
Inspector	Nigel Helm		