



National Society Statutory Inspection of Anglican and Methodist Schools Report

Leonard Stanley Church of England Voluntary Aided Primary School

Bath Road
Leonard Stanley
Stonehouse
GL10 3LY

Diocese:	Gloucester
Local authority:	Gloucester
Dates of inspection:	18 th June 2013
Date of last inspection:	1 st July 2008
School's unique reference number:	115688
Headteacher:	Mr Ian Smith
Inspector's name and number:	Mrs Daphne Spitzer-37

School context

Leonard Stanley Church of England Primary has 174 children on roll. Most of the children live in the village and close surrounding area. The numbers of children with learning difficulties and/or physical disabilities overall are in line with the national average and the number of those receiving additional support through Pupil Premium is below average. The vast majority of the children are of white British heritage.

The distinctiveness and effectiveness of Leonard Stanley VA Primary School as a Church of England school are good

Leonard Stanley Church of England Primary School is a Christian community which clearly proclaims its roots in the Christian faith and Christian values. The school is at the heart of the church and local community. This has a very positive impact on the children's academic achievement as well as on their personal and spiritual development

Established strengths

- Harmonious relationships between the children based on Christian values
- Leadership of the headteacher and governing body in providing direction for the school's distinctive Christian character
- Good partnership between the school, church, parents and local community

Focus for development

- Develop the role of the new religious education (RE) subject leader so that monitoring of the quality of teaching and learning leads to improvement in performance
- Further extend the opportunities and spaces available for quiet reflection and developing spirituality
- Enable children to plan, lead and evaluate worship on a regular basis
- Include a strand for the development of the school's distinctive Christian character in the school's Strategic Improvement Plan

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

Leonard Stanley VA Primary School is a very friendly, happy and welcoming community where Christian values permeate daily life. A very effective recent review of the school's Christian mission has successfully raised the profile of the core Christian values of truth, courage, respect, forgiveness, responsibility and trust. Children say that the Christian value of courage is important in helping them learn particularly when they feel stuck. They also refer to the value of perseverance, comparing their learning with the way, as a child said 'that Jesus kept on trying even when he was told not to do something'. The way that the school uses Christian values to focus on learning ensures that standards at Year 6 are usually above national expectations. Relationships are outstanding because they are built on the Christian values of forgiveness and responsibility. Children say that they believe that when there are problems relating to friendship everyone must take responsibility for 'putting things right'. The school's warm welcome, which is highly valued by families, is placed into an explicitly Christian context at the 'Welcome' service held annually in church each September. During this church service the new child starting school is placed into the care of a Year 6 'buddy'. This is the start of a very special relationship in which, as a Year 6 child said, he 'guided' the younger one throughout the first year in school. This is an example of the way in which the school's distinctive Christian character promotes good relationships across the age ranges as well as being an enriching spiritual experience. Other experiences which are integral to daily life at Leonard Stanley promote spiritual development well. For instance, children say a prayer before lunch and the timing of collective worship at the end of the day is viewed by children as their goodbye prayer to each other. Opportunities for spiritual awareness are now effectively planned into the curriculum and are also enhanced by the regular Monday lunch club when local elderly residents join the children for lunch. The prayer box and prayer tree in the central corridor promote spirituality well but the prayer corners with a focus on the Bible in each classroom are underdeveloped as are outdoor spaces. The recent Ascension Day service held in the school grounds and led by the headteacher provided a special spiritual experience and had a positive impact. Children's understanding of diverse communities is good. This is due to current class links to communities and projects in Africa which are embedded in the daily life of the school. This was evident in an RE lesson observed when children were reflecting on the cross from the viewpoint of an African child, widening their understanding of Christianity as a worldwide faith.

The impact of collective worship on the school community is good

Collective worship is explicitly Christian and central to daily life at Leonard Stanley VA Primary School. Collective worship is an enjoyable and meaningful time of the day. Children say worship helps them to learn about God. They find that it is relevant to them on a personal level because as one child said 'you could learn something new every time'. Worship promotes spiritual awareness very well through times of guided reflection. Children say they value the calm atmosphere for quiet reflection and prayer to think of their own actions and how they could be improved. Collective worship is highly effective in promoting the school's distinctive Christian values. This was evident in the worship led by the headteacher on the subject of respect. His very engaging storytelling about a disabled boy and a puppy highlighted the need for respecting those who face difficulties in life and was clearly understood and enjoyed by the children. The value of respect is well embedded as seen by a child's remark that 'we should respect differences because we're all the same to God'. The way that worship promotes Christian values very well is also reflected in the school's special prayer which children recognise as incorporating all their six values. Children know that these values are important for their whole life and say that they know they come from Jesus and God. Children lead the greetings at the start of worship which promotes an understanding of simple liturgy very well. Children's knowledge of Anglican practice is also enhanced very well by the way the beautiful liturgical altar cloths made especially for the school are changed by the children according to the church seasons. The weekly visits of the vicar to lead worship are highly valued and promote children's understanding of the Gospel stories very well as do the Open the Book team. School celebrations of the major Christian festivals are well supported by families and ensure that children's understanding of Anglican faith is developing well. Older children's understanding of worship is good due to their use of a resource from

Truro diocese, 'Lighting the Candle'. However, as yet, they have not had opportunities to put their knowledge into practice by leading or planning whole acts of worship. Children's views are regularly taken by the collective worship coordinator who is the headteacher. Governors also regularly visit this time of the school day and monitor and evaluate its impact very effectively by talking to the children. The high degree of satisfaction in worship is reflected in a child's comment that 'nothing really needs to change'.

The effectiveness of the religious education is good

Standards in RE are good. The vast majority of children attain standards which are at least in line with national expectations. This represents good progress from starting points that were below the national average. Children make good progress between the key stages. Teaching is either good or outstanding as observed on the day of the inspection. Children enjoy the subject because it is taught well by committed teachers who set clear learning objectives and provide stimulating interactive tasks. The curriculum is developed well across the school ensuring that children's understanding of the Christian faith is good. Links are made between RE and other subjects across the curriculum to make learning relevant. The subject is highly effective in promoting the school's distinctive character. For example in one lesson the teacher referred back to school's recent Ascension Day celebrations. In another lesson children were reflecting on the meaning of the cross in Christian worship and children were very well able to refer to their own knowledge of the cross in their own classroom as well as different ones around the school. RE promotes spiritual development in a very effective way. This was evident in the younger class when very well chosen images were used to draw audible gasps of awe and wonder, stimulating high quality discussions expressing the joy of God's created world. The Christian value of respect for the natural world was apparent in a child's comment that 'we mustn't wreck God's world' and that we should 'not step on God's beautiful plants'. In another lesson in a Key Stage 2 class, children were reflecting on Christian worship in a highly personal way. This was evident in a child's comment that worship was his favourite time of the day because he valued the quiet and peace. Other children's comments reflecting on the meaning of the cross such as 'God is with you' or 'God's aura is around the cross' demonstrate a good level of spiritual awareness. The role of the new subject leader as yet is underdeveloped; however the quality of teaching and learning has been monitored effectively by the headteacher, ensuring that standards are in line with the other core subjects. Over the last few years the school has been developing methods to improve its assessment practice and the new subject leader has plans to further refine the practice by introducing self assessment strategies.

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

The headteacher and the governing body have made a significant difference to the school's distinctive Christian character since the last inspection. The school is now recognisably one with an explicit Christian foundation which is having a very positive impact on the lives of the whole school community. Over the last two years, led by the ethos committee, the school has developed its own core set of distinctive Christian values which parents and children as well as staff, governors and the wider community share and understand. Governors are now very well able to identify the impact of their Christian values on the children's learning, attendance and achievement. Parents say that they notice the school's Christian foundation in the joy the children share in singing hymns learnt in school and the growth in their questioning about the issues raised by worship or RE. Members of the clergy have been at the heart of the developments led by the ethos committee which have had a very positive impact since the last inspection. The ethos committee is central to the monitoring and evaluation process of church school life and this process is good with strengths and areas for development accurately identified. However, the school's strategic school improvement plan does not formally include an identified strand specifically for the development of the school's distinctive Christian character. The partnership with parents is good because they feel fully consulted and involved. They say that their views are valued and that the headteacher and his staff are always accessible. The support of the diocese is valued and the school makes the most of opportunities provided such as the recent RE Pilgrimage day for a Key Stage 2 class and the annual Leavers' Day at Gloucester Cathedral. The partnership with the church has strengthened over recent years and is now strong. This is reflected in the recent Easter

Experience supported by the local congregation and the 'BFG', a church based Christian club in school. The recent Mothering Sunday held in school for the parish as well as the school community united the two communities in a meaningful manner promoting the school's distinctive Christian character very effectively.

SIAMS report June 2013 Leonard Stanley VA Primary School, Leonard Stanley, GL10 3LY