

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Leonard Stanley C of E VA Primary School

Bath Road, Leonard Stanley, Stonehouse, Gloucestershire. GL10 3LY

Current SIAMS inspection grade

Good

Diocese

Gloucestershire

Previous SIAMS inspection grade

Good

Local authority

Gloucestershire

Date/s of inspection

13 June 2018

Date of last inspection

18 June 2013

Type of school and unique reference number

Voluntary Aided Primary 115688

Headteacher

Andrew Green

Inspector's name and number

David Scorer 841

School context

Leonard Stanley Church of England VA Primary is an average size primary school. The vast majority of children are from a White British background. The number of children with special educational needs and /or physical disabilities (SEND) is below the national average. The school has grown significantly in numbers since the last inspection. The number of children who are eligible to receive additional funding through the pupil premium grant is below the national average. The current headteacher has been in post since September 2015.

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

- Strong and committed leadership by the headteacher, senior leaders and governing body are effective in promoting the school's distinctive Christian character, which encompasses a clear moral purpose.
- Collective worship is highly effective in developing Christian values and impacts significantly on the spiritual development of the whole school community.
- The strong links between the church and the school support the Christian distinctiveness, ensuring the school's Christian values are lived out well beyond the classroom.

Areas to improve

- Formally record the monitoring and evaluation of the impact of recent initiatives by senior leaders and governors, to clearly identify success and areas of improvement, which will inform school development planning.
- Provide the opportunity for more pupils to systematically plan and lead worship, to further enhance their spiritual development.
- Broaden the children's understanding and experience of diversity, so they can fully appreciate Christianity as a multicultural world faith.

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

Leonard Stanley is a happy, healthy and safe Christian environment where everyone feels valued and respected. The message of the school's vision which is 'Loving and learning for life, as Jesus taught us' together with a focus on the school's twelve core values is referred to by all members of the community. As a result, all relationships are

harmonious and supportive. Children are able to articulate the importance of the school's Christian values in their lives. This was highlighted by a group of pupils who explained that their school values were more than just words, but in fact essential for the life of everyone. Children are proud of their school and enjoy learning in an environment where they feel safe and are comfortable to take risks. As a result, attendance is good and exclusions extremely rare. Achievements of all types are celebrated, with staff praising positive attitudes and the daily living-out of the school's Christian values. Consequently, children's self-esteem is high and standards are rising. However, academic achievement has shown inconsistency since the last inspection due to the complexity of the needs of a wide variety of the children. The children's knowledge and understanding of Christianity is good. Lessons which promote the Christian values of the school, as well as developing the children's spiritual, moral, social and cultural awareness, are carefully planned. Pupils demonstrate the importance of showing respect to people of other faiths. This flows from the effective Religious Education (RE) curriculum, which is enhanced by a programme of visits to a variety of places of worship. However, the children have yet to develop their understanding of Christianity as a multicultural world faith. The school has developed a shared understanding of spirituality and how spiritual development can be enhanced. This is achieved through explicit curriculum planning as well as reflective areas in and around the school. The school site, including its thoughtfully-designed spiritual garden, offers various places where children can think and pray. Children and staff display very positive attitudes towards their school and wider community. This is reflected in the school's involvement in and commitment to fostering links, both with the local church and beyond. The school has demonstrated its commitment to others by contributing to numerous charitable events. Many of these initiatives have even been planned and organised by the pupils themselves, thereby demonstrating their compassion towards others who are less fortunate.

The impact of collective worship on the school community is good

Collective worship is valued by all members of the school community. It is distinctively Christian but also inclusive so as to enhance the spiritual, moral, social and cultural development of all pupils. It is effectively led by a wide range of staff, as well as members of the parish church, especially through the popular Open the Book team. This, coupled with the strong support of foundation governors, results in the church playing an important part in the worship life of the school and the children's spiritual development. The school has effective planning based on its core values, which are clearly linked to Bible stories. As a result, the key messages permeate all aspects of school life and are clearly visible throughout the setting. Regular invitations to join worship are welcomed by the parents. Children say that worship provides them with, 'a chance to join together, think and reflect'. This has a positive impact on children's personal development and the way in which they consider the feelings of others. The prominence of artefacts such as the cross, a candle and a Bible contribute to children's understanding of Anglican traditions. Pupils are introduced to the doctrine of the Trinity at an appropriate level. They understand that Jesus is central in Christianity and are able to talk about God as a loving Father. They interpret the Holy Spirit as 'the warmth all around us and with us wherever we go'. Children describe their enjoyment of worship, especially where they are able to participate in drama and singing. Pupil engagement is also included in the school's collective worship planning. For example, children speak enthusiastically about the collective worship at the local church for Christian festivals such as Harvest, where they have an opportunity to lead elements of the service. These services serve to further strengthen the links between the whole school and wider community. However, there are not sufficient opportunities for pupils to use their own initiative to plan and lead worship themselves. The school's collective worship evaluation procedures have highlighted relevant issues, which has resulted in a number of improvements. One such example is the opportunity for children to draw upon the school's values when writing prayers, which are used sensitively and effectively.

The effectiveness of the religious education is good

Standards attained in RE are good and are at least in line with national expectations. Lessons are planned to ensure that there is an appropriate focus on Christianity. The children's topic books and the 'Floor Books' record the children's learning throughout the year. However, senior leaders and governors do not have formal procedures for evaluating progress and this limits their ability to identify points for future development. RE lessons ensure that there is a strong link between the school's values and their Christian roots. The RE leader has effectively led the new curriculum changes, alongside the introduction of the 'Understanding Christianity' resource. This has been achieved by utilising support from the diocese and has further raised the standard of RE across the school. Children use originality and creativity in applying their skills in RE to provide responses to the 'Big Questions' about meaning and purpose. The school's marking and feedback procedures support the high quality planning of lessons in order to further raise standards of attainment. Planning and curriculum coverage is carefully mapped to ensure that pupils' needs are met and that there are good opportunities for using prior learning and enquiry skills. As a result, pupils enjoy RE lessons and recognise its importance in their lives. Senior leaders have attended a variety of diocesan courses ensuring that the school is up-to-date with recent developments. The school is a member of an RE hub

which enables them to share good practice and expertise.

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

The leadership team has a vision for the school built on Christian values, where all children are encouraged to 'learn from the teachings of Jesus'. The headteacher, together with staff and governors, has ensured that the school has addressed the areas for development from the previous inspection report. The headteacher's promotion of service to the local community and beyond, inspires and motivates his colleagues. This comes from the belief that 'Jesus provides the perfect role model for us all' and underpins the approach to several aspects of school life. As a result, all members of staff work as a cohesive team, supporting each other in times of challenge, demonstrating key Christian values such as friendship and respect. One member of staff explained how the school's Christian distinctiveness has been instrumental in developing the ethos of the school saying, 'Our pupils absorb our school values and pass them on to our entire community. They inspire everyone to consider the ripple of love that our actions can create, which can benefit those locally, as well as others further afield.' School leaders and governors also articulate a well-established understanding of how the Christian faith underpins all aspects of the school's life. A core set of values has been reviewed, based on the Christian vision for the school. These were agreed following wide consultation which included the whole school community. As a result, the school's Christian values are even more firmly embedded and are already having a significant impact on the whole community. Governors and parents express their support for the way the school is promoting its Christian ethos. However, there is limited formal monitoring and evaluation of the impact of the school's distinctive Christian character by senior leaders and governors. Parents describe how small gestures such as morning gate greetings strengthen the relationships between home and school. As a result, relationships with parents are strong. The church sees the school as an important part of the community and welcomes all stakeholders to Christian festival services, which are well attended. The governors understand the need to prepare for future leadership. This has driven the development of the leadership team since the last inspection. The arrangements for religious education and collective worship meet the statutory requirements.

SIAMS report June 2018, Leonard Stanley C of E VA Primary School, Gloucestershire, GL10 3LY