

# Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Lindridge St Lawrence Church of England Primary School</b>			
Address	Lindridge, Tenbury Wells, WR15 8JQ		
Date of inspection	10 February 2020	Status of school	VA primary
Diocese	Worcester	URN	116895

<b>Overall Judgement</b>	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

## School context

Lindridge St Lawrence is a smaller than average primary school with 70 pupils on roll. The majority of pupils are of White British heritage. The school has a low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The headteacher has been in post for eighteen months. The majority of teaching staff are new in post this academic year.

## The school's Christian vision

### *Discovering Life in all its fullness (John 10:10b)*

Jesus Christ said, 'I have come that they may have life in all its fullness.' Shaped by our Christian values, Lindridge St Lawrence Primary School celebrates the generous God who longs that all may thrive to become their very best.

## Key findings

- Although recently conceived, the school's Christian vision is being lived out and gives direction to its work.
- The school's leadership has developed a cohesive team who are proud to enact their Christian duty.
- Teaching and learning in RE is effective. Pupils are beginning to become engaged in critical thinking and self-expression.
- Collective worship is at the heart of the school. Pupils are purposefully involved in leading worship and, increasingly, in leading prayer.
- The emphasis on support and nurture is leading to improvements in behaviour and the moral character of pupils.

## Areas for development

- Ensure that leaders, including the school's governors, monitor more formally the effectiveness of the Christian vision.
- Enable pupils to develop a deep understanding of diversity through planning and provision in religious education (RE), when studying both Christianity and other world religions.
- Create progressively deeper opportunities for spiritual development across the curriculum.

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

### **Inspection findings**

At Lindridge St Lawrence, the Christian vision - to ensure all, through God's love, will thrive – shapes its strategic and day-to-day work. This vision has been carefully considered and has evolved from a collaborative process involving the whole of the school community. Its purposeful intent has been to address the recent underperformance and behavioural issues and it has brought about a stability and resolve to the school's mission. There is now a focus on creating a positive ethos for learning and behaving well, building the firm foundations for aspiration. Although leaders, including governors, talk with pupils about the school's vision, they have not undertaken formal evaluation to gauge its effectiveness.

The headteacher has introduced a consistency of approach to behaviour, based on positive relationships built through modelling and high expectations. Pupils are encouraged to be intrinsically motivated to demonstrate the Christian values. Parents appreciate the 'tenfold' improvement in pupils' conduct that they see in the school, noting its change from 'chaotic' to 'calm'. Staff and pupils see that the school's Christian values of compassion, courage, friendship, thankfulness, respect and trust help them to behave well towards each other. Parents like the way in which the school values and good morals impact on family life too. Pupils say bullying is now rare and feel staff will always help to sort out any difficulties.

An expression of the school's Christian vision is vividly seen in how pupils are encouraged to live well together. The focus on treating one another with dignity and respect is addressing pupils' emotional needs so they are in a position to be able to learn. Accordingly, a new nurture room facility is enabling some pupils to deal with their individual behavioural challenges and develop better mental health. This opportunity for pupils to reset their behaviour and learn helpful coping strategies is enabling them to experience success in the classroom. As a result, behaviour across the school is improving and exclusions are reducing.

Staff feel that their wellbeing is acknowledged as important too. They recognise they are 'a great team because we all support one another'. This is reinforced with initiatives such as 'Treats Tuesday' and 'Staff Appreciation Days'. Above all, they welcome the way in which the 'headteacher leads beside us.'

National data shows that, over time, the school outcomes, including for the vulnerable, are broadly in line with national averages. The school is addressing dips in performance, particularly in writing, through a range of initiatives including the assiduous tracking of progress. In order to support its most vulnerable pupils, the school has made a number of strategic decisions, such as to employ teaching assistants dedicated to pupils with special educational needs. Opportunities have been introduced to enable individual discussions with pupils about their progress and achievement. As a consequence, there is evidence of pupils beginning to value learning and showing an increased pride in the presentation of work.

Informed by its Christian mission, the school has made a concerted decision to foster respect and a compassionate outlook amongst its pupils. Opportunities for pupils to take part in inter-generational activities within the local community are helping them to gain a better understanding of difference. A 'Social Action' display encapsulates the variety of initiatives that the school's pupils are newly engaged with. The enrolment in the Archbishop of York's Young Leaders' programme is another recent example of the school's commitment to developing social action amongst its pupils.

A shared definition of spirituality and a common language for expressing it is being developed. There are meaningful opportunities for personal contemplation through prayer corners and reflection times during the school day. These are appreciated by pupils who say how it makes them feel calm. However, there is not a coherent approach to the development of spirituality across the curriculum and age groups.

Collective worship in this school is supported by the church and is varied and engaging. Worship follows the liturgical calendar and biblical teaching. Prayer is becoming a central way in which pupils respond to worship and

the delightful prayer baskets are proving highly appealing to all age groups! Some pupils expressed their thankfulness for prayer: 'I feel I am talking to someone...It's like a weight off my shoulder.' Pupils show an understanding of the Christian belief in the Trinity. The school is taking increasing opportunities to worship at church, and this is appreciated by pupils and families alike. Some pupils take part in a special group, CREW, to work with the local church to help plan and lead worship. This has been a great success: the worship seen during the inspection was engaging and upbeat, enjoyed by the whole school. The school choir has recently taken their singing out into the local community. Pupils are becoming involved in reviewing worship using the mirror, window and door analogies to help them examine the impact it has had on them personally.

RE has recently been accorded a much higher status in the school's curriculum. Teaching and learning are built around key questions and the pupils' learning steps are carefully plotted. As a result of improved teacher questioning, pupils are beginning to become more motivated and responsive learners. Teachers make efforts to ensure pupils experience a range of activities through which they can learn. They ensure RE is linked to the school's values. Evidently, the Godly Play sessions are purposeful and enjoyable for pupils, and serve to deepen pupils' understanding of Bible stories and some theological concepts. The school has worked purposefully to encourage pupils to approach religious studies with an attitude of respect. They have ensured prominence is given to the pupil voice. As a result, older pupils in particular are now enjoying opportunities to engage in critical thinking and to give their own views. Pupils have only a developing understanding of Christianity as a living worldwide faith. Opportunities for pupils to study a range of religions and worldviews are built into the curriculum. One pupil commented, 'You see the world from different viewpoints and then that makes you see the world differently.' However, more generally, pupil knowledge and understanding of different faiths are not yet secure. Teachers have taken part in in-school moderation but have not been able to share effective practice more widely. Staff have had a range of high-quality professional development, including a whole school subject review. The new leader for RE has adopted an efficient approach to assessment in RE, enabling teachers to track and act upon strengths and gaps in pupils' knowledge and understanding. This has addressed the area for development from the previous inspection, to fully embed assessment and tracking approaches. The school meets the statutory requirements for collective worship and RE.

Lindridge St Lawrence is proud to be distinctively Christian, and its journey is shaped by its mission.



**The effectiveness of RE is Good**

RE is given a high priority in the school. Following a recent subject review, the newly-appointed subject leader is ensuring there is a constant focus on challenge and aspiration in RE. This was an area for development from the previous inspection. Pupils agree that now RE is much more interesting and enjoyable. Presentation in books is generally of a good standard. Through the use of the Understanding Christianity resources, pupils are showing a sound grasp of the life of Jesus. Based on data available at the time of the inspection, pupils, including the most vulnerable, make at least expected progress across the school.

Headteacher

Amanda Greenow-Langford

Inspector's name and number

Bridget Knight 876