

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Leintwardine Endowed Church of England Primary School			
Address	Watling Street, Leintwardine, Craven Arms, Shropshire, SY7 0LL		
Date of inspection	3 March 2020	Status of school	Voluntary aided primary
Diocese	Hereford	URN	116893

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

School context

Leintwardine Endowed is a primary school with 78 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with 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 two years.

The school's Christian vision

'Letting Our Light Shine' Matthew 5:16

Whilst truly embedding ourselves in the heart of the church and surrounding community, we provide outstanding learning opportunities for all our children and their families. To be kind so that every child will:

Achieve their potential **B**ecome independent **C**onnect with their community **D**emonstrate Resilience

Key findings

- The school's Christian vision permeates and drives many aspects of the school's work. Consequently, this is a school which is outward facing and seeking to fulfil its Christian vision through imaginative learning experiences for pupils
- The headteacher is passionate about enabling all pupils 'to shine' during their time here and beyond. She has inspired her staff. Parents celebrate how hard everyone works to put the school at the heart of the community.
- The school really wants its pupils to 'connect with their community', near and far. Although the school is small and rural, pupils have a real appreciation of diversity across a range of communities.
- The needs of the pupils are being placed at the heart of collective worship. This is transforming worship so that it is inspirational and inclusive.
- Religious education (RE) is well taught. The RE leader is ambitious for this area of the curriculum so that it too 'shines'.

Areas for development

- Consider ways in which the school's Christian values can better illustrate the school's vision so that all pupils and adults understand the links between them.
- Further develop monitoring systems so that all leaders routinely determine the impact of the school's Christian vision on the daily life of pupils and the wider community.
- Continue to find imaginative and innovative ways to explore spirituality so that the whole curriculum supports pupils' spiritual development.

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

Leintwardine is a small rural school that is confident in its role as a Church school. It has thought carefully about how its Christian vision can best inspire its pupils and staff to achieve more than they think possible. Within the school's Christian vision are four drivers, which work together to enable all pupils and adults to flourish very well indeed. Achieve potential, become independent, connect with the community and develop resilience are used very effectively to enable pupils to 'let their light shine'. Governors know the school well and have made courageous decisions to support the school's Christian vision. They acknowledge that they are only just beginning to monitor the impact of the school's vision and Leintwardine's effectiveness as a Church school.

The school's one rule is to be kind to one another. This is apparent in the everyday interactions of the school. Older pupils show care and consideration for the younger ones so that behaviour always shines. They are tolerant of one another's difficulties because they understand the need to show respect to all. Staff too feel well supported by the school. 'We're always there for each other and the headteacher cares for us,' said a teacher. The school has a close link with the local church and the vicar is a valued friend to the school.

The school reflects on 12 values and pupils readily identify that they are based on the life of Jesus. They find it hard to remember what they all are or discuss how they reflect the school's vision. However, when the current value is being discussed it has a strong focus on pupils' lives. For example, they talk fervently about how the current value of justice is relevant to their lives. 'It's important that things are fair,' explained a child in Year 5. 'If it isn't, we should try and do something about it'. This sense of equality drives many of the children's charity fundraising events and is giving pupils the power to become courageous advocates for social justice. The school's link with Nganana school in Tanzania is highly effective in broadening their horizons. Leaders are proficient at drawing parallels between the two schools and asking, 'Is this fair'? Pupils are challenged to take action in order to make a difference.

The school is determined that all pupils will achieve their potential. Leaders, including governors, are clear sighted in their understanding of the strengths and weaknesses of the school's academic performance. They are ambitious for all pupils and have ensured that those who are more vulnerable receive the support they require. Progress for these pupils is now much stronger. Partnerships with other local schools have been actively sought. This enables more able pupils to aim higher and so let their light shine. A rich curriculum is at the heart of the school's work. The headteacher is determined that being a very rural school will not limit pupils' experiences. All stakeholders speak of the need to 'look outwards' and to understand the wider world. For example, the school has created links so that the school is set to become a digital hub for the county. This is another way in which the school's vision is driving its everyday practice.

The school has a very caring ethos. Parents really appreciate the support that they and their children receive from all members of staff. 'They not only know every child, they know each member of our family', reported one parent. Recognising how many families struggle, the school now has trained mentors who lead parenting classes within the local community. Well-thought out visits and visitors, across the curriculum, encourage pupils to aspire and become independent. For example, the whole school has enjoyed memorable moments during 'Go Wild' days, where pupils shine in a myriad of ways.

Pupils have been encouraged to think about their own spirituality. The school has a secure understanding of this. Pupils speak about how 'What makes me, me?' and 'Why am I here?' challenges their thinking. They are adept at taking time to reflect on a variety of topics and this often leads to action. The school has many areas around school where pupils spend time reflecting, supporting their mental health and wellbeing. The newly arrived learning pod is seen as a vital asset to the school's work. Already, pupils are leading reflection times in here during lunchtimes and it is seen as a safe haven for all. Local lay leaders have plans to use this space similarly, but for parents at the end of a busy day. This understanding of spirituality is inspiring all members of staff but is not yet embedded across the curriculum.

Leintwardine has recognised its role within the local community and has built many bridges both locally and further away. This is because the headteacher and her staff are determined that the school will shine for pupils and families. The school has worked hard over the last two years to connect more sustainably with its local community. The headteacher is passionate about encouraging pupils to see their community as beyond the village.

Collective worship is led by the Vision Leaders, welcoming everyone to worship and lighting the candle. The headteacher is keen for all pupils to participate and worship can be a lively occasion. Debate and discussion around how the current value is relevant to their lives helps make worship inspirational. Pupils are constantly challenged as to how they 'can shine brighter'. Prayer, led by pupils, is heartfelt and is well understood within school. The memory tree is a poignant focus for those who have lost someone close. Prayer and reflection are used effectively to support pupils as they consider ethical issues and to determine their personal response. Pupils have a good understanding of the cycle of the Church year and the Christian concept of God as Father, Son and Holy Spirit.

The RE leader has a clear insight of how effectively the subject is taught at Leintwardine. She has high expectations and takes prompt action when necessary. Pupils have a good understanding of a range of faiths and religions. This is because RE is made relevant through cross-curricular links, visits and visitors. In these ways the school is teaching pupils the value of celebrating diversity. Assessment in RE is becoming more rigorous so that all pupils are making good progress.

The school's Christian vision is sharply focusing the work of Leintwardine Endowed School. It has used the analogy of a light shining brightly to make the vision relevant for even the youngest pupils. The passion of the headteacher and the dedication of her staff to fulfil the vision for all pupils is driving its success.



The effectiveness of RE is Good

Teaching and learning in RE is generally good. Where it is seen to be weaker, the RE leader takes robust action. In the best lessons, pupils are challenged to consider questions of meaning and depth. In some lessons, there is too much reliance on worksheets and proformas. This is being addressed effectively so that RE increasingly shines within the school's creative curriculum. Monitoring of RE is undertaken by senior leaders, who report their findings to governors.

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