



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Lea Endowed Church of England Primary School

Lea Road
Preston
PR4 0RA

Previous SIAMS inspection grade: Good
Current SIAMS inspection grade: Outstanding

Diocese: Blackburn

Local authority: Lancashire
Date of inspection: 21 May 2015
Date of last inspection: 25 June 2010
School's unique reference number: 119567
Headteacher: Kath Middlemiss
Inspector's name and number: Mark Hamblett QA Assessor Rosemary Privett 321

School context

Lea Endowed Church of England Primary School is a smaller-than-average-sized school with 137 pupils on roll. The school is situated in a semi-rural location on the outskirts of Preston. The headteacher is a collaborative head, leading another small church school. Since the last inspection, a new deputy headteacher has been appointed. The proportion of pupils supported by intervention or with a statement of special educational needs is below average. The proportion of pupils known to be eligible for the pupil premium is also below average. Almost all pupils are from White British backgrounds. A small number are from ethnic minority backgrounds.

The distinctiveness and effectiveness of Lea Endowed CE School as a Church of England school are outstanding

- A clear Christian vision is at the heart of all that the school does. The conviction with which this vision is promoted by senior leaders and shared by children, staff and parents ensures the school's success in meeting both the academic and spiritual needs of all children.
- Christian values are outwardly expressed and demonstrated by children and staff. They underpin the positive relationships between all members of the community and the excellent behaviour of the children.
- The very high profile and exceptional leadership of Religious Education (RE) results in teaching and learning that inspires high standards and produces enthusiastic and deeply reflective learners.
- The quality of the learning environment greatly enhances the school's Christian character as well as children's high attainment and positive engagement in their studies.

Areas to improve

- Develop a robust system of monitoring and evaluation, through which all governors are able to evaluate the school's distinctive character, share good practice and plan for future development.
- To further develop and embed good practice in the assessment of children's achievements in RE, to ensure that both staff and children know where improvements can be made in order to make the most progress.

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

Since the last inspection, distinctively Christian values have become deeply embedded at the very heart of the school. The school's motto 'Let Everyone Shine' is evident on all documents and communication. This, together with its core Christian values, shapes the thinking of the school and is understood, articulated and embraced by all its members. Children talk openly and confidently about their Christian values, such as peace, humility and forgiveness. A child commented, 'Jesus taught us to have these values, so they have a really strong meaning to us.' Staff and children use a highly effective 'mirror book' system, where anyone can write examples of someone who has demonstrated a Christian value. Children are inspired to contribute honestly and responsibly, regularly mentioning staff as well as peers that they have witnessed demonstrating a value. In this way the Christian character of the school and its values are very clearly defined and effectively promoted. This has a significant impact on the personal development and academic needs of the children. As a result, attendance is good and there have been no exclusions since the last inspection. Overall attainment against national expectations is high. Parents are overwhelmingly supportive of the school's distinctive Christian ethos. Families greatly appreciate being updated about the Christian value of the half-term in the school newsletter and via home-school values worksheets as they stimulate interesting discussions at home. A parent said, 'The values are not just statements, they are the purpose of the school.' Parents agree that the motto is 'absolutely spot on' and children from the school can be identified 'even when out of their uniform'. Children demonstrate maturity, confidence and the pride they have in their school. Christian forgiveness is key to behaviour management and relationships throughout the school are excellent. As a result, behaviour is outstanding and there is an air of calm and purpose throughout. Staff and children alike articulate how important this is to them as individuals. One child commented that, 'If we fall out, then the staff help us to forgive each other and encourage us to shake hands and make peace.' Children are encouraged to show concern for world issues as part of the school's Christian service. Through high quality RE provision, pupils possess a high degree of understanding and respect for Christians world-wide, as well as respecting other faiths. It is central to determining the Christian character of the school for children of all ages and abilities by allowing time for personal reflection, spontaneous prayer and effective questioning.

The impact of collective worship on the school community is outstanding

High quality collective worship is central to life at Lea Endowed School. It excites, inspires, motivates and unites staff, children and school visitors and strongly supports pupils' spiritual development. The school received a church school distinctiveness award in recognition of its high quality collective worship, which makes a significant contribution to children's spiritual, moral, social and cultural (SMSC) development. Collective worship is well planned by all teaching staff covering Christian themes with a strong emphasis on the 'Christian value of the half term', the Bible as a source of inspiration and important Christian festivals. This enables children to have a very clear understanding of the nature of worship, key aspects of the Christian faith and Anglican traditions and practice. The children recognise the importance and value of worship. A member of staff also commented that, 'All staff attend all collective worship, regardless of who is leading it, that way we all learn together and it demonstrates to the children how important it is.' Collective worship is inspirational in the way it engages all children, regardless of ability and allows them to understand the threefold nature of God as Father, Son and Holy Spirit. One child explained, 'We can't see the Holy Spirit, but we know it is there when we light the candle in worship.' The views of children and adults are central to the on-going evaluation process. This results in collective worship that is distinctive and personal to the school. Pupils love singing and do so beautifully, enhancing the overall worship experience. Prayer is firmly embedded in the life of the school and children understand its value, 'We say prayers together, but it is important that we also have time to say our own prayers at a time that feels right to us, not just when we are in the hall. You can pray anywhere.' Children know the Lord's Prayer and can recite their own school prayer. This was written with contributions from all pupils and members of staff, weaving in aspects of the mission statement and values. They prepare and express personal prayers, often doing so spontaneously. Through these special times, prayer makes a significant contribution to children's spiritual development. Hymns are chosen which create a sense of unity amongst the gathered community creating an atmosphere conducive to worship. Drama created by pupils is presented with great sensitivity, engendering an atmosphere of calm and peace, leaving pupils with space and time to reflect on what they have seen. Independently, children plan and lead aspects of collective worship such as drama and Bible readings and take responsibility for preparing the worship

table which helps them to understand the relevance and meanings of Christian symbols.

The effectiveness of the religious education is outstanding

Children make exceptional progress in RE against national expectations. They clearly enjoy lessons. This is evidenced in portfolios, books and folders. The portfolios are owned by children and staff and used to develop deep thinking and higher level skills such as enquiry based learning and as a tool for interpretation and reflection on the taught themes. The high quality of children's work is exemplified in the children's books and levelled portfolios of evidence as well as high quality displays around the school. Teachers use very careful planning, inspirational techniques and challenging questions to encourage even the youngest children to think deeply and relate learning in RE to their own lives and to Christian values. This enables pupils of all ages to make confident, meaningful, and often emotional links between themes. Marking and feedback of children's work is of a good quality. It has a clear focus and is personalised, allowing children to reflect thoughtfully on their work. However, not enough time is currently afforded to allow children to respond to the feedback in their books. Marking doesn't always indicate what children need to do in order to improve. The subject leader is highly ambitious for RE and ensures that it maintains a very high profile across school and is 'taught all day long, through every subject'. She monitors RE thoroughly using lesson observations, book scrutiny and cross-checking of standards. Moderation of children's work takes place as a whole staff, which allows for clarity and consistency in standards and expectations. This monitoring ensures that highly effective teaching and learning takes place and that an excellent balance is achieved between learning about and learning from religion. The introduction of 'extra-mile challenges' has provided further challenging extensions to activities within RE to which children respond well in verbal and written tasks. The school manages to achieve this ambitious prospect, through high quality planning and cross-curricular teaching and learning.

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

The headteacher, senior leaders and governors are highly effective in articulating the school's distinctive Christian vision and ethos. They actively promote the ethos throughout the school and beyond to the community in a variety of ways. A tangible example is a leaflet featuring pertinent quotes from pupils which explains the school's aims as a Church school. This is given to all new parents. The Christian faith of the headteacher and deputy headteacher is evident in all aspects of their leadership. All members of the school family live out the school's motto, with friendship, love, support and care for each other featuring prominently. Through this motto and its core Christian values, the wellbeing of both adults and children are given a high priority and are rooted in its Christian foundation. As a result of this, children work hard, achieve very well and are very proud of their school. A staff member explained that when he was appointed, 'I was welcomed into the school family and we all help each other through (sometimes difficult) times together.' Great importance is attached to the leadership of RE and collective worship. Both meet statutory requirements and are led with commitment and a genuine desire to continue to seek ways to improve further. The school is supported very effectively by the diocese and senior leaders speak highly of training provided which has focused on preparation for inspection and the introduction of the new RE curriculum. Issues from the previous inspection have been addressed. Governors speak with confidence and praise of recent initiatives to address these, such as forging links with churches in The Gambia. These have developed children's understanding of Christianity as a world-wide faith. Governors are rightly proud of their school and speak highly of the Christian vision for the school and its future. They know how the Christian ethos permeates the whole of the school, 'They really DO Christianity', said one governor speaking of the children 'living out' Christian values. The RE governor ably supports the youngest children with RE and worship. Aspects of this work are then shared with the full governing body. However, their role in monitoring and evaluating the work of the school as a 'critical friend' needs to be structured and formalised and is recognised as an area for future development. The recently appointed vicar contributes significantly to strengthening links between the local church and the school, leading worship and contributing regularly to RE across the school. The 'pupil voice' is extremely strong and well represented. Children aspire to be 'Extra-Milers', a role borne out of school self-evaluation and the successful impact of the 'extra-mile challenges'. This role commands great respect from pupils who act as outstanding role models for their peers and also allows for pupil contributions to school improvement planning.