

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

### Longney C of E Primary Academy formerly VC

<b>Address</b>	Chatter Street, Longney, Gloucestershire. GL2 3SL		
<b>Date of inspection</b>	02/April/2019	<b>Status of school</b>	Primary academy inspected as Voluntary Controlled.
<b>Diocese / Methodist District</b>	Gloucester	<b>URN</b>	142434

<b>Overall Judgement</b>	<b>Grade</b>	<b>Good</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>Additional Judgement</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

#### School context

Longney CE Academy is a smaller than average primary school with 104 pupils on roll. 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 the national average. The proportion of pupils who have special educational needs and/or disabilities is below the national average. The school became an Academy in November 2015, joining the Gloucester Diocese Academies Trust. The most recent Ofsted inspection in March 2018 judged the school to be Good.

#### The school's Christian vision

'Building Community, Enriching Lives'

Underpinned by 'Love your neighbour as yourself and treat others as you wish to be treated.' Matthew 22: 34-40. We believe every child is special and every family equally important and everyone is entitled to live 'Life in all its fullness' John 10:10

#### Key findings

- The dedicated leadership and vision of the headteacher and of all staff ensures that this Church school is a transformative community where the academic and spiritual needs of all are met, and all are enabled to flourish.
- This is a school where the curriculum and ethos inspires pupils with exciting and relevant learning. As a result, their unique talents and gifts are understood and nurtured.
- Partnerships between the school, families and members of the local community are highly valued and enable the development of positive relationships in a spirit of mutual respect.
- School leaders understand the needs of the community and provide very effective assistance so that individuals receive the support that they require for social, emotional, academic and spiritual wellbeing.
- Collective worship and religious education (RE) offer pupils a secure space for thinking and reflection in order that they can explore some of the big questions in life.

#### Areas for development

- Inspire and enable pupils to look beyond their own lives to become articulate agents of global change that support social action and strive to make a positive difference to the lives of others.
- Increase opportunities for pupils of all ages to independently plan and lead acts of collective worship and so strengthen their spiritual development.
- Extend the pupils' experience of diversity and difference, by enabling them to meet people from a range of faiths more frequently.

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

Longney is a welcoming and caring Christian community, with clear evidence of supportive relationships. This is driven by the headteacher's desire to 'support all of God's children, enabling them to flourish as they grow'. The school's biblically linked vision 'Building Community, Enriching Lives' and carefully selected Christian values, are championed by the whole community. As a result, all members of staff work as a cohesive team. School leaders and governors have accurately self-evaluated the school's strengths and clearly identified areas to improve, to ensure that all learner's needs are fully met. They have a well-established understanding of how the Christian faith underpins all aspects of the school's life. The governors express their support for the way the school is promoting its Christian ethos, particularly through the 'Quality and Values' committee. The school has an effective partnership with parents who describe the school as having a clear Christian vision that is inclusive to all. The vicar sees the school as an important part of his ministry and welcomes the school for Christian festivals and other services. The school effectively meets the statutory requirements for religious education (RE) and collective worship. The headteacher, together with staff and governors, has ensured that the school has addressed the areas for development from the previous inspection report.

There are carefully planned opportunities during lessons and extra-curricular activities, which are driven by the school's Christian vision and values. These are designed to develop the children's spiritual, moral, social and cultural awareness. Academic achievement has fluctuated around national average levels since the last inspection. However, times of challenge have been sensitively and successfully addressed, particularly for those who are more vulnerable. This is largely attributed to the school's Christian vision. Children are clear about the importance of the school's Christian values in their lives. The vision, which shapes the culture of the school, fosters a strong moral code. This makes for harmonious relationships between all pupils. The school has developed a shared understanding of spirituality and how spiritual development can be encouraged. This is achieved through explicit curriculum planning as well as reflective areas in and around the school, where children can think and pray. Their understanding of Christianity as a multicultural faith is enhanced through their link school in Ethiopia. 'Love your neighbour', which forms part of the school vision, is expressed through the commendable support of charities. However, pupil's ability to articulate their understanding about the challenges faced by others around the world is limited.

The school vision of 'Building Community' can be seen in the pupil's positive attitudes towards school. 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 the local community by sharing facilities with various organisations. The children know that it is important to show respect to all people, regardless of their background. As a result, the school's inclusive nature ensures that all are welcomed, celebrated and enabled to flourish. There is an emphasis on caring for the whole child and, in particular, their mental health. This in turn creates appreciative and well-rounded pupils, whose achievements are recognised and celebrated.

Effective collective worship embodies the school's vision and ensures the key Christian messages permeate all aspects of school life. Children are also able to talk about the Christian values that underpin it. Christian traditions are clearly visible throughout the setting, with pupils able to articulate their understanding of the Trinity. High levels of engagement are achieved during worship, with drama, storytelling and skilful questioning encouraging the children to consider and reflect. This encourages high level thinking around the themes of the school's Christian values. However, the school does not provide enough opportunities for pupils to plan and lead worship, to further enhance their spiritual development. Children talk positively about biblically-referenced worship themes and how they can apply key messages to their own lives. Strong links with the local church and wider community further strengthen the impact of worship. Parents speak favourably about celebration services, with the special setting promoting spiritual development very well. Prayer is also an important part of the school day beyond collective worship. Children are actively involved and engaged in thanking God for what they have and saying sorry for mistakes they have made. This is coupled effectively with praying for improvements in their own lives and that of others. The end result reflects the leaders' Christian vision for the school, as a well built and supportive community.

Utilising support from the diocese, the RE leader has effectively led the new curriculum changes, alongside the introduction of the 'Understanding Christianity' resource. In keeping with the school's Christian vision of 'enriching lives', this has further raised the standard of RE and other learning across the school. Consequently, pupils use originality and creativity in applying their skills, to provide responses to the 'Big Questions' about meaning and purpose. Lessons are effectively planned to enrich the knowledge and understanding of all, ensuring that there is an appropriate focus on Christianity. Learning also makes strong links between the school's values and their Christian roots. 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. However, the school does not provide sufficient opportunity for pupils to experience other faiths, to fully appreciate the world's diversity. The school's marking and feedback procedures support the high quality planning of lessons in order to further raise standards of attainment. Leaders' attendance at a variety of diocesan courses has ensured that they remain up-to-date with recent developments. The school is also a member of an RE hub which enables them to share good practice and expertise.

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