

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

Lyne and Longcross Church of England Aided Primary School			
Address	Lyne Lane, Lyne, Chertsey, KT16 0AJ		
Date of inspection	12 February 2020	Status of school	Voluntary aided primary
Diocese / Methodist District	Guildford	URN	125137

<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>Excellent</b>

### School context

Lyne and Longcross is a primary school with 203 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 below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. Since the last denominational inspection the school has expanded to become a one form entry primary school. This has resulted in a number of new staff joining the school. The headteacher has been in post for six months.

### The school's Christian vision

As said in **1 Corinthians 12:12-13** *For just as the body is one and yet has many parts, and all the parts of the body, though many, form a single body, our vision is to create a place of possibilities where children develop a lasting love of learning and through working together as a community will be encouraged and nurtured to fulfil their God given potential.*

### Key findings

- School leadership works effectively together to create a welcoming and nurturing place where pupils and staff feel safe and valued in a Christian environment. However, systems in place for governors to monitor the impact of the Christian distinctiveness are under-developed.
- The Christian vision influences the way in which pupils and adults go about their life and work. However, it is not fully embedded and its implications for the school community, including spiritual development opportunities, are not understood by everyone.
- Religious education (RE) is a considerable strength. Excellent leadership ensures teachers are effectively supported and lessons are creative, engaging and inclusive. Pupils' thinking is challenged as they are provided with a safe space to explore theology, philosophy and human science.
- There is a strong partnership with the parish church. This has aided the development of collective worship, which is rightly seen by pupils and adults as an important time in the day.

### Areas for development

- Embed and share the school's renewed Christian vision with all members of the school and with the wider community so that it has a greater impact on the lives of pupils.
- Ensure governors have a structured and robust monitoring system to further develop the school's Christian distinctiveness.
- Create a secure understanding of spiritual development amongst staff in order to extend the spiritual journey of pupils as they move through the school.

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**

With the arrival of the new headteacher, the governors, senior leaders and staff have re-visited the school's Christian vision. Although they are passionate about the underlying meaning of the vision it is not fully embedded and not promoted strongly enough. The associated values, which have been part of the school's Christian distinctiveness for many years, are clearly understood and regarded as underpinning all that the school does. There are clear links between the Christian vision and these values which are having a positive influence on the lives of all members of the school community. The Year 6 cohort who left the school in July 2019 were the first to do so since the change from infant to primary. This was a significant difference for staff but the strong Christian ethos and effective relationships within the school, and involvement of the vicar, have supported everyone through the change. Since the last denominational inspection governors have ensured that two of the areas for improvement have been addressed. The third area, although progress has been made, has not been fully dealt with in order to strengthen the school's overall effectiveness. The partnership with the local church is strong and important to pupils and adults. The school take full advantage of the close proximity of the church for support with RE and collective worship.

Pupils' attainment is above national averages whilst progress is generally in line. There are a number of vulnerable pupils and staff work very effectively in engaging them and supporting their education. Consequently their attendance and achievement are improving. The curriculum includes time for outdoor learning in the forest school which is led by qualified adults. This is allowing pupils various opportunities to engage with the environment, aiding their understanding of the natural world. Adults do not share a clear understanding of spiritual development which is hindering pupils' ability to explore and consider spiritual issues. The leadership team, alongside all staff and governors, have created a palpable culture of seeing the importance of educating the whole child. This enables them to flourish, being the person God created them to be, and finding their place in the world. This includes instilling a love of learning in all pupils which is evident in the engagement and enjoyment witnessed in lessons.

Within this school, questions and subsequent discussions are seen as a vital part of learning. As they progress through the years pupils show they are developing their ability to question, listen and challenge. They are gaining an understanding of disadvantage and deprivation within this country and throughout the world. Their concern for the natural world can be seen in the enthusiasm for activities of the eco team and the climate club. The school have recently sponsored a child in Rwanda. In every classroom there is much excitement and interest in the similarities and differences in the life this child leads. Pupils in Key Stage 2 watch a daily news programme and along with the resulting discussions are increasing their knowledge and understanding of issues facing the world. Older pupils can see a connection to the school's vision in that they are one part of the world but actions are linked. In some cases pupils have taken it upon themselves to support causes they have learnt about, raising money or leading worship to raise awareness and to challenge inequality or injustice.

Pupils behave well, showing respect for one another. Whenever it is relevant teachers take the opportunity to discuss difference and diversity. Pupils show their understanding of this in the way they treat and care for one another and through the content of discussions. The school run a cultural awareness project, incorporating the importance of the Christian values, which supports pupils and the community to live well together. Provision for pupils' and adults' mental health and wellbeing is given a high priority. This has a tangible and positive impact on the welfare of all.

All members of the school community recognise collective worship as an important time of the day. They are gaining an appreciation of the teachings of Jesus and stories from the Bible, developing their understanding of Christian belief. In particular collective worship is valued as a strengthening of their belonging to the school family. Pupils understand the meaning of the hymns and songs they sing, singing with passion. Comments made by pupils during acts of worship show a depth of understanding of the Christian faith and of Christian values and their impact on the lives of people. There are opportunities for prayer and reflection time during worship and at set times throughout the day. These are rightly valued by pupils who are able to discuss their purpose and helpfulness in their lives. Each week one of the Key Stages goes to the church for collective worship. This is regarded as a distinctive time for all the school community. They enjoy the special atmosphere and calm of the church, as well

as meeting members of the congregation. Pupils and staff regularly attend and take part in Sunday services at the church, as well as attending church during the school day for particular services throughout the year. All classes have a reflection area, some are used more effectively by some pupils. In these areas there is a questions book where pupils are able to write questions about religion and life, that they find difficult to understand. The vicar visits each class to answer these questions, engaging pupils in challenging and high level, age appropriate discussions. The 'Pause Days' held throughout the year allow pupils to increase their knowledge about Christian celebrations and the importance and relevance of the school's values.

RE is exceptionally well led, resulting in pupils and teachers speaking about this subject with enthusiasm. School leaders assess the quality of teaching and learning in RE as part of their monitoring schedule. The leader has attended training from the diocese and disseminates this effectively to staff. She ensures they are kept informed of all changes within the subject and are trained to a high level. She continually improves provision and has been innovative in introducing a new way for pupils' work and verbal contributions to be recorded. Although at an early stage, this is having an impressive impact on pupils' engagement and enjoyment, alongside their understanding of a range of world faiths.



**The effectiveness of RE is Excellent**

The RE leader is passionate and knowledgeable about this subject. This puts her in a superb position to support other teachers within the school, aiding their confidence and ultimately enabling them to teach particularly well. Teaching and learning of RE is highly effective, challenging and supporting pupils' exploration of religious beliefs and practices. Available data shows that all learners make good and often rapid progress, with vulnerable pupils often making better progress than their peers.

Headteacher	Christopher Haxell
Inspector's name and number	Sally Jenkins 913