

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Longden Church of England Primary School	
Address	Plealey Road, Longden, SY5 8EX
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Requires Improvement
The impact of collective worship	Good
The effectiveness of religious education (RE)	Requires Improvement

School's vision
<p>We want our children to Care, Share and Be Fair. Care for ourselves, for others, for the school and for the created world. Share in the work and play of the school. Be fair in putting others first, in seeing situations from others' points of view, in acting responsibly.</p> <p>Do to others what you would have them do to you. (Matthew 7:12)</p>
Key findings
<ul style="list-style-type: none"> • Longden is an inclusive and nurturing school where everyone speaks about being recognised for their uniqueness. As a result, all adults and pupils feel valued, enhancing the positive wellbeing and good mental health of all. • Leaders show a historical lack of understanding of how the vision, biblical text and values link. Consequently, leaders have been unable to monitor the impact of the vision on school improvement. • Spiritual opportunities in the curriculum and the worship life of the school enable pupils to develop spiritually. Opportunities for adults though are less clear. • Collective worship impacts positively on pupils' lives. Although, opportunities for pupils to plan, lead and evaluate collective worship are not apparent. • There has not been training to support the quality of teaching of religious education (RE). As a result, sequential learning is inconsistent and a whole school assessment approach is under review.
Areas for development
<ul style="list-style-type: none"> • Ensure the expressed vision, biblical roots and distinct values clearly link and are understood by all stakeholders. • Embed effective systems for leaders to monitor the impact of the school's Christian vision, enabling leaders to explicitly drive improvement. • Facilitate pupils to plan, lead and evaluate worship, to gain a greater understanding and knowledge of all that worship entails. • Provide training to increase the effectiveness of leaders in carrying out their roles in a church school. Ensure support for the development of RE is a priority.

Inspection findings

A strong sense of family and community is evident at Longden, a place where everyone is warmly welcomed. Expressing her experience as a new parent to the school, one parent stated, 'The feel of friendliness and inclusion is magical.' The school's longstanding golden rule of care, share and be fair is woven into every aspect of school life. However, all stakeholders have difficulty in describing how the vision is rooted in biblical teaching. In recent years, there has been limited engagement with partner networks and the diocese. Consequently, leaders including governors have received no external training to develop their knowledge about their role in a church school.

Support for vulnerable pupils and those with special educational needs and disabilities (SEND) is a strength of the school. Parents of children with SEND spoke movingly about the way in which their children are supported. Curricular and extra-curricular activities in sport, music and drama offer opportunities for all pupils to partake, whatever their abilities. It is evident that love and acceptance of each pupil as a unique individual is at the heart of the school's ethos. The school's trained nurture and mental health lead works tirelessly to assist pupils in their positive wellbeing and academic progress. Leaders are committed to providing mental health support for staff by offering access to counselling and GP support. Staff say they look after each other and appreciate the support they have from the local vicar. As a result, this nurturing, caring and inclusive school, enables all staff and pupils to feel valued.

Spiritual opportunities are interwoven with collective worship themes. The '5 spiritual values curriculum' has provided a common language around spirituality, generating questions about meaning, value and purpose. Pupils enthuse about the recent visit from an artist. He worked with the pupils to create paintings representing each of the five different aspects of spirituality. Grace's garden and the wonderful outdoor classroom provides opportunities for reflection about the wonder of God's world. One pupil stated, 'I like to sit and think in Grace's garden'. Consequently, many pupils can articulate their spiritual reflections and their experience of connections in the wider world.

Warm relationships permeate across school with the language of care, share and be fair consistently used by adults and pupils. Pupils behave well and articulate how making the wrong choices can be resolved through forgiveness and reconciliation. Although, they do not associate these distinct values with the vision. Pupils say they are listened to and therefore describe the importance of listening to the views of others. Older children look after the younger ones with care and kindness. Pupils are polite and discuss the importance of treating everyone the same. The school has a culture which celebrates difference and diversity and embraces relevant opportunities for pupils to experience difference. For example, Ukrainian children have recently joined the school and pupils are contrasting the culture and locality of both countries. A child from Mexico also brought her cousin from Peru to school to talk about her life. Pupils learn about role models such as Martin Luther King and say how he, like Jesus, sacrificed himself for others. Creating an environment where all are treated with dignity and respect, as a result. Though, staff and pupils do not readily refer to the school's vision in this respect.


Leaders promote opportunities for connecting with ethical issues such as, providing clean water for Africa through charitable events. Pupils relate this directly to Christian teachings. One child stated, 'We learn from Jesus, God and David how important it is to help those less fortunate than ourselves. However, pupils expressed that they did not have opportunities to be advocates for change themselves.

There is a strong link with the church that is situated next door to the school. 'Messy Church'

is regularly attended by many families and is growing. Parents say how much they enjoy the opportunity to be part of the church with their children. The local vicar leads collective worship weekly and the school regularly attends church to celebrate special services. Collective worship maintains the distinctive Christian teachings that are not gleaned from the school's vision. Pupils enter worship with reverence as worship is seen as an important part of the day. It is inclusive and based on teachings from the Bible and the life of Jesus. One pupil expressed how the stories Jesus told teaches us new lessons and how to behave properly. Anglican traditions of singing, music, stillness, prayer and reflection are embedded in daily worship. Thus, providing spiritual opportunities for adults and pupils to make connections. Although not all adults have the opportunity to be part of collective worship. Pupils are involved in the lighting of four candles welcoming everyone into worship and in the final prayers. However, pupils are not involved in the planning, leading and evaluation of worship.

Pupils talk about a range of religions, although some pupils explained that they had been taught the same things again. Pupils have some understanding about the diversity of the way in which Christians worship globally. For example, Key Stage 2 pupils discussed the differences in Christian baptism in Ukraine and in Britain. They display an understanding of why it is important to learn about worldviews and a range of faiths. One pupil stated, 'If you know about their religion, you may not agree but you would respect their view'.

The vision to care, share and be fair equips all members of the Longden family to continue to act with care and kindness. However, leaders do not articulate the way in which the vision is underpinned by biblical text and linked to specific Christian values. Consequently, the school requires improvement, as leaders are not monitoring the impact of the school's distinctive Christian vision on enabling pupils and adults to flourish. The new dynamic headteacher has identified how the school will gain capacity through training and networks. This will enable the school to develop and improve in its growth as a church school.

	The effectiveness of RE is		Requires Improvement	
	<p>Pupils say they enjoy religious education (RE) lessons. The new RE lead is currently reviewing the inconsistent progression in the planning, resulting in gaps in pupils' sequential learning. Consequently, not all pupils, including those with special educational needs and disabilities (SEND) and the most able, are able to flourish in RE. A new assessment approach is being trialled. Leaders are aware that embedding a whole school assessment system is high priority for them.</p>			
Information				
School	Longden Church of England Primary School	Inspection date	31 January 2023	
URN	123546	VC/VA/Academy	Voluntary aided	
Diocese/District	Hereford	Pupils on roll	169	
Headteacher	Sally Johnson			
Chair of Governors	J. Monaghan			
Inspector	Beverley Roberts	No.	2122	