

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

<b>Lydbury North Church of England VA Primary School</b>	
Address	Lydbury North, Shropshire, SY7 8AU
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	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
<p>Growing to be the best that we can be for God, ourselves and each other.</p> <p>1 Thessalonians 5: 11: 'Therefore encourage one another and build one another up, just as you are doing.'</p>
Key findings
<ul style="list-style-type: none"> <li>• The school's biblically linked vision, coupled with the dedication of leaders and staff, ensures that the needs of all are met and enabled to flourish.</li> <li>• This is a school where the vision underpins exciting and relevant learning. However, opportunities to formally monitor and evaluate the effectiveness of the school are missed.</li> <li>• Partnerships between the school, families and members of the local community are highly valued and enable the development of widespread positive relationships in a spirit of mutual respect.</li> <li>• Collective worship offers pupils a secure space for thinking and considering the important questions of life. However, opportunities for spiritual development are missed as they are not consistently planned.</li> <li>• Pupils develop high levels of subject knowledge in some aspects of religious education (RE). However, there are limited opportunities to deepen their knowledge of religions other than Christianity.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Ensure there is a shared understanding of spirituality, to enable pupils' development opportunities to be planned for across the curriculum.</li> <li>• Develop the monitoring and evaluation process of leaders at all levels to identify strengths and areas for development. This is to ensure the school is able to improve as a Church school.</li> <li>• Enable pupils to study people from a range of faiths more frequently and in a greater depth. This is so that they can extend their experience of cultures and differences, enhancing their appreciation of diversity.</li> </ul>



## Inspection findings

Lydbury North is a loving and highly valued Church school by the whole community. The biblically linked vision inspires all decisions that its leaders make. Its close links with another school in the St Michael's Federation, supports the effective sharing of high quality training and good practice. The vision, based upon 1 Thessalonians 5: 11, inspires all. Leaders articulate the importance of encouraging all those around them. As a result, pupils and adults flourish in an atmosphere of mutual respect. Carefully selected Christian values are shared and celebrated by the whole school community. The vision linked school values of service and compassion have a significant impact on the flourishing of all. The school is an integral part of the local area where families are supported with wide ranging projects and provision. For example, the school worked in collaboration with the church to collect donations for the local food bank. This directly supported families in need and was widely appreciated. Leaders, staff and pupils alike, all consistently champion the school's values. They rightly explain how perseverance and thankfulness are integral throughout recent local and worldwide challenges.

The Christian vision drives the leaders' ambitions for the school. During times of challenge and change, staff cited this as a 'guiding light'. Leaders ensure that all learning opportunities develop pupils who are thoughtful and considerate citizens. Staff and pupils alike are able to explain how the school's Christian vision and values are vital for daily life. However, opportunities for leaders at all levels to routinely monitor and evaluate improvements as a Church school are missed. Parents rightly champion the love and support that their children receive. This forms a strong community bond that frequently extends beyond the children's school years and is highly valued by all. Parents attribute the work of the school to creating a 'sense of warmth' as families are welcomed and cared for. Mental health and wellbeing takes a high priority in the school for pupils and staff alike. Leaders prioritise investment in this area. An example of this is the school's involvement in 'Project Touchline', where the pupils learn about and experience living the school's values. Consequently, all pupils feel safe and supported. Staff highlight the importance of the school's Christian vision and values in their own lives. They rightly describe the school as a 'warm and welcoming community.'

The school's vision influences the way spiritual development is fostered throughout the community. Governors describe their role to support the school as they provide a 'nurturing and caring environment'. Leaders correctly cite the school vision as their means of 'delivering what is best for their children'. Moments in meetings, worship and lessons effectively provide opportunities for reflection. Here pupils and adults to consider themselves, others and their place in God's world. Leaders are currently involved in a diocesan led 'Project Prayer'. However, currently, pupils' understanding of spirituality is underdeveloped. Pupils are confident to speak up about matters of injustice. Committed support of charities is championed and celebrated. For example, pupils independently expanded upon their learning about climate change. As a result, they organised their own fundraising initiatives to sponsor endangered species. Leaders provide opportunities for pupils to develop into well rounded and responsible citizens. This is highlighted by the schools investment in the 'Archbishops Young Leaders Award'.

The school vision inspires the effective pastoral care that wraps around all pupils and adults in school. It inspires all thoughtful and compassionate decisions made by leaders. Pupils with special educational needs and/or disabilities (SEND) are well-supported. Leaders strategically allocate resources to achieve this, like funding additional staff support. Fostering links with the local community, both with the local church and beyond, is highly valued by all. An example of this is the highly successful 'I Sing Pop' concert in collaboration with many




local schools. Pupils articulately highlight their views on the value of every person. Local and worldwide problems are recognised and discussed. Pupils cite their school's vision as an inspiration to how they support others around them. Restorative practice is effectively used to reconcile any small disagreements. Consequently, forgiveness is championed, which is also promoted in the school's behaviour policy.

The school vision ensures the key Christian messages within collective worship permeate all aspects of school life. This is a special time when staff and pupils are invited to come together as a 'caring family'. Pupils and adults are inspired and able to talk about the Christian values that underpin it. Older pupils are actively involved in the planning and leadership of worship. Bible stories illustrate the school's vision-linked values, which provide the theme each week. Pupils explore the impact on their lives and how they can reflect them in their behaviours. Times for prayer are highly valued by all in the life of the school. Christian traditions are clearly visible, with the regular reference to the bible, cross and candles. Pupils are able to articulate the Christian belief in God as three in one. Strong links with the local church ensures regular collaboration, as well as additional special services, such as harvest, to which the whole community is invited. This is much appreciated by all and has a positive influence on the school community and beyond.

The school vision ensures that RE has a prominent place within the curriculum. Leaders are keenly aware of the monocultural makeup of their community. Learning objectives, framed as key questions, invite thoughtful responses. These develop pupils who are inquisitive and are respectful of differences. The school cultivates pupils who appreciate that the world is a diverse place. As a result, they recognise and are respectful of differences. Carefully planned units in the RE curriculum have contributed to pupils' well-developed understanding of Christianity as a world religion. Pupils confidently explain how Christians are found all over the world. Knowledge of world faiths enables pupils to see similarities between them. However, pupils are not consistently provided with rich learning experiences of wider worldviews. There is a lack of visits from a range of faith leaders or to other religious places of worship. As a result, their understanding of difference and diversity is underdeveloped.



	The effectiveness of RE is		Good	
	<p>The RE curriculum inspires pupils and ensures they reflect on the wider world around them. They respond well to the structure of the lessons. Pupils enjoy deepening their understanding of various religions and worldviews and consequently value RE. Teaching and learning is consistently good, as evidenced through book scrutiny, discussions with learners and assessments. Pupils learn and progress well, especially those with SEND.</p>			
Information				
School	Lydbury North Church of England VA Primary School	Inspection date	10 February 2023	
URN	123547	VC/VA/Academy	Voluntary aided	
Diocese/District	Hereford	Pupils on roll	34	
Executive Headteacher	Victoria Reynolds			
Chair of Governors	Leah Hughes			
Inspector	David Scorer	No.	841	