

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

Langho & Billington St Leonard's Church of England Primary School	
Address	Whalley Road, Langho, BB6 8AB

School vision
<p>In Jesus' footsteps... we will grow in grace and knowledge.</p> <p>At St Leonard's, children will understand that God's grace is the gift given freely out of unconditional love and that all are precious. By following in Jesus' footsteps, with Pupil Promises at the heart of everything we do, we are shaping confident, thoughtful, courageous advocates of the future and growing God's kingdom on Earth.</p> <p>By following Christ's example we "Grow in the grace and knowledge of our Lord and Saviour, Jesus Christ." 2 Peter 3:18</p>
School strengths
<ul style="list-style-type: none"> <li>• The school's Christian vision for all to follow in Jesus' footsteps is implicitly woven into all aspects of school life. It inspires decision making by leaders, creating a nurturing community where pupils and adults flourish.</li> <li>• Inspired by the Christian vision, there is a strong commitment to pastoral care. The mental health and wellbeing of pupils and adults is given the highest priority.</li> <li>• Honest and respectful relationships are a real strength of this school with the example of Jesus at its core. Pupils and adults are supported in a loving community, enabling them to thrive.</li> <li>• Inspirational collective worship unites all members of this deeply Christian community. It is thought provoking, providing opportunities for stillness and personal reflection, supporting spiritual development.</li> <li>• Religious Education (RE) provides pupils with a challenging and creative curriculum. This enables them to develop a good understanding of the beliefs and practices of a range of faiths and worldviews.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Continue to develop and embed the use of assessment in RE. This is to further improve effectiveness and support pupil progress.</li> <li>• Extend further the opportunities to explore concepts of justice in the world. This is to enable more pupils to think widely and deeply about issues and become advocates for change.</li> </ul>
Inspection findings
<p>The vision for all to grow in grace, understood as unconditional love, permeates all aspects of this welcoming school. Symbols on the school badge reinforce the key messages of 'Faith, Love, Learn and Flourish.' These, alongside pupil promises, provide a pathway for all to follow and are deeply embedded in school life. Pupils and adults use the language of the vision and associated words to describe how it impacts their lives positively. It encourages them to be constantly reflective, shaping</p>



how they can be the best version of themselves. Formal and informal monitoring by leaders and governors support evaluation of the vision. Genuine care and ambition for all to achieve is at the heart of leaders' planning and decision making. Recent changes to the staffing structure, with the introduction of additional pastoral support, evidences a vision-led decision. St Leonard's benefits from an effective partnership with the Diocese of Blackburn. Staff and governors are kept informed through regular professional development supporting the school's ongoing developments as a Church school.

Leaders have developed an engaging curriculum which emanates from the vision. With 'Faith, Love, Learn and Flourish' at its core, it aims to prepare pupils for life beyond St Leonard's. Opportunities for spiritual flourishing, based on the shared understanding of 'God's grace', are identified in each curriculum area. These include moments 'to draw closer to God'. For example, through appreciating the wonder of God's creation in science to describing emotions listening to music. Pupils love to learn in this vibrant environment and excitedly share their work. Wide-ranging extra-curricular activities, including cookery, forest schools and drama enrich pupils' lives. They develop talents and introduce pupils to new interests. Visits, visitors and special events enhance learning and are celebrated in 'Magic Moments' books.

Collective worship unites this whole school community, affirming the school's vision. Shaped by the Anglican foundation of the school, it provides numerous opportunities for pupils to reflect on Jesus' actions. They share how this provides a guide for them in their lives. Joyous, inspirational singing is extremely moving and uplifting. Staff express how worship brings them 'closer to God as a spiritual experience both in quieter moments and as a collective.' The contribution of the pupil worship leaders to collective worship is significant. Their record of weekly worship, captured in a big book so that 'worship lives on', clearly celebrates spiritual flourishing. Worship videos, created by the diocese, introduce different perspectives and develop an understanding of being part of a wider community. In the absence of a vicar, the school continues to enjoy a very positive relationship with the church. Monday worship, based on the Sunday gospel, is held in church. Pupils also lead worship fortnightly there which parents, carers and parishioners attend. Collaborative events with the parish, such as leading the 'Nine lessons at Christmas' and Lenten lunches, are unifying this worshipping community. Invitational prayer, integral to worship and the spiritual life of school, offers everyone the opportunity to engage.

Relationships between members of the community are exceptionally strong and supportive. Exemplary behaviour is underpinned by, and informed by, the pupil promises and the Christian vision. Pupils follow the example of Jesus, looking after each other and showing forgiveness if they fall out. They know that they can speak to adults at any time and that they will be listened to. Parents refer to school being like an extended happy family where all are respected and treated as individuals. Regular communication, including the weekly newsletter celebrating learning, parents' evenings and an open-door policy ensure that parents are well informed. They feel valued as their opinions are considered through consultations and surveys. Parents of pupils with special educational needs and/or disabilities (SEND) appreciate the support which they and their children receive. Adults use their detailed knowledge of pupils as individuals to shape learning. As a result, pupils, regardless of starting points, flourish.

The importance of 'self' is central to the school's successful approach to mental health and wellbeing. Pupils and adults alike know that they have to be kind to themselves as they are all precious to God. Strategies are integrated into the personal, social, health and economic education (PSHE) curriculum to develop an understanding of emotion. This, in turn, helps pupils' self-esteem and equips them with a language to express their feelings. Some pupils access additional one-to-one support provided by a pastoral worker and the school dog mentor. The transformational impact of this is making a huge difference to pupils and families. Staff have also benefitted from bespoke

training to formulate strategies to help them manage their own mental health and wellbeing. A staff wellbeing charter is testament to the commitment by leaders to staff.

Pupils relish the opportunity to take on leadership roles. They value making a difference to school as well as gaining opportunities to learn skills for future life. These include developing independence alongside being 'honest and open to other peoples' ideas and not just our own'. Eco leaders are proactive in their role identifying ways in which the school can look after God's world. They are currently planting new trees in their environment to help fight climate change. The example of St Leonard and St Peter, both of whom were prisoners, informs a developing understanding of justice. Pupils know that, in following Jesus' footsteps, they need to stand up for things like He did. This includes helping out those who are less fortunate than they are through activities like fundraising. The involvement in the Zuri Project, based in Uganda, is inspiring pupils to think about inequality in the world. Impassioned pupils speak confidently about the importance of clean water for everyone.

Following the updated Diocesan Syllabus, RE leaders work tirelessly to ensure that the curriculum is challenging and exciting. Teachers are well supported to make adaptations to meet the needs of some mixed age classes. Pupils respond positively to the opportunities to debate and share views. They recognise that everyone is entitled to an opinion. Drama, art and big questions are used to engage pupils. RE in St Leonard's celebrates diversity and clearly embodies the school vision of valuing all. Leaders are passionate about preparing pupils for life in modern Britain. To address this, they have amended their curriculum for world faiths to ensure it is progressive. Visits to places of worship including a mosque and cathedral support pupils' understanding of world faiths. Pupils speak knowledgeably about similarities and differences in different faiths and how important it is to respect everyone's beliefs. Detailed planning, resources, professional development and guidance from leaders ensure that staff are well supported to teach RE effectively. Book scrutiny and pupil voice are used to support evaluation and identify areas for improvement. Work in book clearly shows progress. However, marking and feedback, regularly linked to grammar and spelling, often misses opportunities to deepen pupils' understanding. Leaders have implemented an assessment system to track progress. Analysis of the data is undertaken but not complemented by moderation. As a result, assessment is not always used to identify how well pupils learn or ensure that pupils' progress is maximised.

The inspection findings indicate that Langho and Billington St Leonard's Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	20 March 2024	URN	119417
VC/VA/Academy	Voluntary aided	Pupils on roll	304
Diocese	Blackburn		
MAT/Federation			
Headteacher	Dawn Lindley		
Chair	Lynne Harrison		
Inspector	Mary Connor	No.	2132