

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Longridge Church of England VA Primary School	
Address	Berry Lane, Longridge, Preston PR3 3JA
School vision	
<p>Living, Learning and Sharing in a Loving Christian Family</p> <p>Acts 2: 42-47</p>	
School strengths	
<ul style="list-style-type: none"> ● Leaders, including governors, clearly understand the vision and its biblical roots. The school embraces the vision and supports pupils' spiritual growth. ● Established, thriving partnerships exist between the school, the church, and the local community. These partnerships enhance the school's spiritual life and the sense of belonging. ● The school's Christian vision and values are understood and embraced by pupils and adults, who actively demonstrate them daily. ● Collective worship offers a variety of spiritual moments in the lives of pupils and adults. ● The religious education (RE) curriculum has been carefully designed. It offers meaningful experiences for pupils that reach far beyond the classroom. 	
Areas for development	
<ul style="list-style-type: none"> ● Expand the existing monitoring of the Christian vision by leaders, including governors. This is to enhance the school's effectiveness as a Church school. ● Develop a shared language for spirituality to enrich spiritual growth across the school. 	
Inspection findings	
<p>The school's vision is a dynamic, living reality. Its underlying biblical root is robust and lived out in the school context. Steered by solid and ambitious leadership, the community understands the Christian vision and appreciates it as core to the school's ethos. As a result, the Christian vision drives the school forward and positively impacts on teaching, learning, and wellbeing. This includes spiritual, moral, social, and cultural development (SMSC). Consequently, pupils and adults flourish at Longridge Primary School.</p> <p>Leaders guarantee that the curriculum is rooted in the Christian vision and thus supports pupils throughout their lives. It is well-planned, and all staff work as a team to ensure that it is vision-driven. A robust audit of SMSC has been carried out across all curriculum areas, prioritising spirituality. Consequently, teachers employ more integrated strategies to incorporate spirituality into their planning. Leaders, governors, and staff</p>	

participate in continuous professional development. This training reflects their own and the school's needs. It allows them to stay abreast of educational developments. Leaders are rigorous in securing successful provision for disadvantaged and vulnerable pupils. They accomplish this by implementing specific intervention activities to support learning. These opportunities serve as a source of motivation for pupils to grow and thrive. Parents expressed their satisfaction with the curriculum. One parent mentioned that a teacher's modified approach improved her son's reading skills. Additionally, the school organises various trips and residential throughout the year, greatly enhancing the learning experience in the classroom. These tasks help pupils develop essential life skills, such as empathy and independence. As a result, the broad curriculum reflects the school's vision.

Collective worship is rooted in the school vision and reflects the nature of a Church school. It is well-planned to mirror the Christian year. Leaders, staff, and church community members, including the vicar, lead worship. This creates different experiences, allowing pupils and adults to mature spiritually. One pupil commented that worship had made her question how God would speak to her. This was after listening to the story about Elijah in the cave. Christian values are embedded in all forms of worship, from whole school worship to worship in class. There is a special space for reflection in every classroom. Pupils eagerly shared their thoughts about their class area and the prayer box. This is a daily practice where prayers are read aloud during class worship. Throughout the day, pupils are involved in tasks that encourage them to engage with the current worship theme. Focusing on the worship theme helps the pupils delve deeper into their understanding. The reflection areas and prayer time also contribute to their experience of the school's Christian values. A plant pot filled with growing bulbs was the most recent addition to the reflection areas. Observing the bulbs grow allows them to ask more profound and significant questions about the world around them and their place in it. Worship extends beyond the school's boundaries and embraces the staff, pupils, and the wider community. Once a month, everyone is warmly welcomed to join the school in worship at St. Paul's. The reciprocal church and school partnership empowers the school community to live out the vision and share in a 'Loving Christian Family'.

The school's vision drives its commitment to wellbeing, which is at the core of its values. Pupils and adults feel cared for and know who to go to when they need help or support. Pupils go beyond seeking help from adults to receiving support and guidance from other peers through the buddy system. One pupil commented that no one feels lonely in school, 'even new children have a buddy to talk to.' This confidence in their happiness and wellbeing fosters a thriving environment where they can positively grow and mature. Pupils want to attend school, and parents commented that their children enthusiastically run into school daily. Pupils are happy, polite, and well-behaved. This creates a calm and productive atmosphere where they are engaged and learning. The school is a community where individuals are cherished as unique children of God.

Pupils and adults share a common understanding of justice and responsibility. The school's behaviour systems foster community aiming to avoid conflicts and develop a positive learning environment. Pupils are encouraged to take responsibility for their actions, make amends, and nurture strong, secure relationships. They actively engage in charitable work and take the time to plan and research their efforts. It is not uncommon to see them being agents of change. For example, Year 6 pupils examined the local Barnardo's charity shop more closely to understand its purpose. As a result, they organised fundraisers to support this organisation, with the pupils taking the lead. The school provides ample opportunities for pupils to develop their leadership skills. These include the buddy system, team captains, involvement in worship, eco groups, and the pupil forum. The school promotes a global perspective on justice and responsibility, which is nurtured through the curriculum and collective worship.

RE is integral to the curriculum and is valued for its vibrancy. It goes beyond the classroom, weaving through every aspect of school life. The resources are varied, catering to the needs and interests of the pupils by using art, poetry, and music. Pupils learn about Christianity and other world faiths. They visit diverse places of worship, such as the Muslim prayer room at Blackburn Rovers and a Jewish synagogue. This develops their appreciation of what it means to have faith and fosters a deeper insight into different beliefs and cultures. The leadership ensures that RE is inclusive, allowing pupils to have a rich experience of religions and traditions.

Pupils actively participate in RE, eagerly sharing their knowledge. The subject is taught weekly with a dynamic and well-structured approach. The curriculum is designed to be sequential, deepening pupils' knowledge and understanding. The RE lead and governors regularly review the curriculum to enhance teaching and learning in RE. This monitoring guides future developments and staff training in the subject.

The inspection findings indicate that Longridge Church of England Primary School is living up to its Church school's foundation and enabling children and adults to flourish.

Information			
Inspection date	14 March 2024	URN	119568
VA/VC/Academy	Voluntary Aided	Pupils on roll	194
Diocese	Blackburn		
MAT/Federation			
Headteacher	Catherine Parkin		
Chair	Alex Meades		
Inspector	Andrea Penketh	No.	C.23/24