

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Longnor Church of England Primary School

Vision

Together, we inspire a lifelong love of learning.

Longnor Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The Christian vision is deeply embedded in this school. It has a tangible effect. There is a strong sense of togetherness and shared purpose within the community, enabling adults and pupils to flourish.
- Driven by the vision, the identified values of hope, love, trust and joy are central to life here. Pupils and adults are individually known, valued, supported and enabled to thrive.
- Coming together for collective worship at the beginning of each day is vital to the daily rhythm of Longnor. Pupils and adults express the positive impact of this time for their sense of belonging.
- The ambitious curriculum is carefully planned using the school's values as drivers. The learning in each subject area is designed to ensure pupils flourish and are inspired by the opportunities. Pupils articulate the impact of the learning on their thinking through their discussions with one other and their parents.
- Religious education (RE) has high priority in the curriculum. The RE lead is knowledgeable and ensures the curriculum is matched to the needs of the pupils. They demonstrate levels of engagement and thinking about a breadth of world religions.

Development Points

- Extend pupils' personal understanding of spiritual growth. This is so that they are enabled to recognise, develop and articulate their spiritual journey.



Inspection Findings

'Together' is the most powerful word in the vision that guides Longnor Church of England Primary School. Everything this school achieves starts from the position of togetherness, ensuring a sense of belonging and possibility. Adults and pupils have a collective understanding of the vision and theology underpinning its purpose. This gives a strong sense of togetherness and belonging. The parable of the Lost Sheep and the importance of the Good Shepherd helps pupils and adults understand how uniquely important they are to Longnor. The values of joy, hope, love and trust are the drivers of the vision. These values are seen in abundance through the smiles and interactions, building confidence and self-belief. Pupils trust their friends and adults. Clubs are organised and led independently by pupils, which shows the trust adults have in them. The engagement with learning, and the trust demonstrated, are all indicators of the embedded vision.

When reviewing their vision, the focus was on understanding the theology and what that means to this community. Different groups contributed to the review, creating a shared understanding and aim. The vision is known and understood, it guides adults to support and inspire a love of learning. Parental praise for the school is overwhelmingly positive. The rural nature of the location means that often sizeable journeys are made, but parents choose to send their children to this school. They describe the ethos and warmth of the welcome, the sense of community, belonging and togetherness as the reasons.

The curriculum is the tool which, through the vision, inspires adults and pupils to develop a love of learning together. Leaders craft and review the curriculum to engage and inspire the pupils and meet their individual needs. Pupils recognise personal success from an early age, developing an enjoyment in and an enthusiasm for learning. Parents report their increasing engagement with their children's learning is enhanced by this enthusiasm. Where pupils experience barriers, staff see opportunities, ensuring they bring creativity to the learning, building confidence and enabling success.

Parents of vulnerable learners highlight the support they experience and how their children are included and growing in confidence. They engage fully with staff, ensuring the individual needs of their children are understood and met. The parents are heard and valued in the decisions being made. With thoughtful adaptations and appropriate support, pupils who have special education needs and disabilities (SEND) are fully included in all areas of the curriculum. Learning assistants support these pupils well, through good relationships, skill and understanding. At playtimes adults and pupils actively support those who need a bit more help to be included.

Personal development and wellbeing are at the centre of daily life. The vision inspires pupils and adults with ambition to challenge themselves, to aim for their personal goals. When a teacher trekked across the Sahara, the pupils supported by trekking the same distance around the grounds. The pupils report, 'we are in this together.' The commitment of adults to inspire a love of learning is strong. Pupils proudly share their learning and answer questions thoughtfully and maturely. Spiritual development is planned for and forms part of the pupils' responses to their daily experiences in school. Pupils are beginning to recognise their spiritual growth. However, they lack the vocabulary to clearly articulate this growing awareness. Leaders actively seek support from several professional partnerships, including a local school development group and the Hereford Diocesan Board of Education.



Coming together for collective worship is integral to the life of this school. All pupils are welcomed into worship and invited to join in, becoming actively involved. They report enjoying Bible stories, prayers and songs and how being together and joining in, makes them feel happy. Through worship spirituality is developed, which grows throughout their time at school. Pupils learn about stories and teachings reflecting how these may be relevant to them. Having heard the story of Daniel in the Lions' Den, they were asked to consider who they would trust and why. Back in classes pupils discussed what made someone trustworthy and how God is seen supporting at difficult times. This continues the learning from worship, encouraging engagement and deeper thinking, impacting on their spiritual development. They describe this as 'growing in your mind.' Worship leaders value their role, supporting the structure of daily worship and acting as role models. The worship tree collects personal prayers. Pupils enjoy hearing these prayers being shared, especially if it is their prayer. Regular services are held in the historic church of St Mary's with the support of the vicar. Many parents and local community members attend these services, bringing school and the wider community closer together. This inspires a further sense of togetherness, of learning together, of linking the history of Longnor with its community.

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Play times are great fun. Pupils mix happily across age ranges, sharing ideas and caring for each other. The older pupils have a strong sense of responsibility towards their younger peers, encouraging reconciliation where needed. This sense of responsibility gives pupils a platform to ensure peers are treated well. When supporting small conflicts on the playground, pupils listen to the issue, ask if it is fair and seek out a restorative solution. These opportunities develop a further sense of responsibility for others who are less fortunate. Pupils collected clothes for homeless families, having witnessed the plight of a Ukrainian family who joined school, with few belongings. Through this experience pupils began to develop an understanding of injustice on a wider scale and their responsibility to support others.

RE is led effectively. Leaders have prioritised regular professional development ensuring teachers deliver a broad and balanced curriculum that inspires the pupils. The RE leader is highly skilled and provides support to teachers of RE. The pupils report enjoying RE and work in the books indicates a high level of thought and engagement. The school follows the locally agreed RE syllabus and invests in complementary resources for additionality. The curriculum is well sequenced, showing progression clearly in the planning, the books, through the pupils' attitudes, discussions and questioning. It demonstrates an appropriate mix of Christianity and other world faiths and views. Pupils are enabled to appreciate a more diverse view by planned visits and visitors. They understand why this knowledge is important for their futures.

Information

Address	Frodesley Road, Longnor, Shrewsbury, Shropshire SY5 7PP		
Date	21 November 2024	URN	123482
Type of school	Maintained	No. of pupils	96
Diocese	Hereford		
Headteacher	Lisa Edgerton		
Chair of Governors	Thomas Phoenix		
Inspector	Caroline Unitt		