

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

## Walton-le-Dale, St Leonard's Church of England Primary School

### Vision

A new commandment I give you: love one another. As I have loved you, so you must love one another. John 13:34

With God's help, we will be inclusive, independent, inquiring and inspirational.

- We will be inclusive by loving all and embracing differences so that all are treated with dignity and respect.
- We will be independent by persevering and encouraging everyone to be the best they can be, working together as a nurturing Christian family.
- We will be inquiring by asking questions so that we grow in mind, body and spirit, learning about God's wondrous and diverse world.
- We will be inspirational by following Jesus' example, making a positive difference in the lives of others through love.

### Strengths

- The school community shares a clear understanding of the Christian vision and its rooting in the Bible. Led by love, it is lived out daily as pupils and adults strive to be inclusive, independent, inquiring and inspirational.
- Relationships within the school are exceptionally strong. United by the vision, there is a palpable sense of Christian love. The well-being of everyone is a high priority.
- The curriculum, shaped by the vision and needs of the pupils, is designed to prepare pupils for life beyond St Leonard's. This enables them to become confident and thoughtful learners.
- Collective worship is central to school life. It is an expression of the school's Christian vision and a valued opportunity for each individual to reflect and develop spiritually.
- The carefully planned religious education (RE) curriculum is enriched by high quality training, monitoring and evaluation. Consequently, pupils value learning about a range of religious and non-religious worldviews and express their own beliefs and opinions in a respectful way.

### Development Points

- Continue to develop the school's shared understanding of spirituality. This is so that pupils can talk about their spiritual growth with more confidence.



## Inspection Findings

The Christian vision at St Leonard's infuses the life of the school. The school is steered in its decision making by a deep understanding of its rooting in the Bible. As such, it is a place built on love. Committed leaders fully understand the changing needs of the local community and, in response, have revisited the vision. In preparing pupils for life beyond St Leonard's, they are passionate in their determination for everyone to be inclusive, independent, inquiring and inspirational. This expression of the vision, known by the school as the four 'I's, is used as everyday language. As a result, both pupils and adults flourish. The governing body knows the school well. It holds the school to account through regular monitoring visits, asking challenging questions to evaluate the impact of the vision.

The content of the school's curriculum is firmly built on the vision. Opportunities designed for pupils to develop the four 'I's are carefully chosen and skilfully woven throughout each subject. Planned visits bring learning to life. The school's 'cultural capital promises' build a breadth of experiences as pupils move through school. These are extended further through a variety of extracurricular activities. The curriculum supports and fosters inclusive learning. Leaders have invested in high quality professional development so that everyone is able to be the best they can be. Effective adaptations ensure that pupils, including those with special educational needs and/or disabilities, make progress in their learning. Parents and carers appreciate the care taken in supporting their children to thrive and, as one parent expressed, in 'allowing them to be different'. Aspects of spirituality are identified throughout the curriculum providing time and space for pupils to be curious, wonder and ask questions. Whilst these times are identified, a whole-school shared understanding and language of spirituality is in its infancy. This means that pupils' spiritual growth is not deeply nurtured.

Leaders are determined in encouraging pupils to reflect and develop their own voice. This is seen as an important part of living out the vision. Pupil leaders take their roles very seriously. As one pupil explained, they know they can 'make a positive difference through love'. For example, the 'eco committee' proudly spoke of introducing recycling bins to classrooms. Pupils' understanding of responsibility at St Leonard's sits firmly alongside their growing understanding of justice. The school's sponsorship of a child in Uganda has led to reflection and discussion. As one pupil said, 'it's helped me realise how lucky I am to have an education'. Whole school projects, such as vision days, inspire pupils to think creatively about acts of kindness. Curriculum content provides further opportunities for pupils to understand how they can make change happen. They speak passionately of learning about civil rights in history. They have an awareness that people are discriminated against because of race or gender. In appreciating what others have gone through, they are beginning to understand the changes they can make. As a result, pupils are inspired to act courageously for others.

RE is given a high profile at St Leonard's. The curriculum is vision and context driven, with pupils' needs firmly at its core. Based on the diocesan syllabus, it is well structured and carefully sequenced to ensure that pupils make progress over time. The range of religions and other worldviews studied has been given careful thought. Learning is enriched by a planned programme of visits to places of worship. These bring learning to life and are valued by pupils who speak enthusiastically about their experiences. Resources are intentionally chosen to support understanding. For example, artwork is used throughout school to help pupils understand the Bible.

The experienced and knowledgeable RE leader is proactive in seeking out professional development opportunities. Good practice is shared with other schools. Participation in a diocesan working group to review the syllabus is facilitating further refinement of the curriculum. Regular monitoring and evaluation of RE ensures that leaders have a clear picture of teaching and learning. Pupils speak enthusiastically about RE, how it helps them to know about different beliefs and 'to think about what you're thinking'. Teaching is effective because



pupils are challenged to consider inquiry questions and think deeply. This has a positive influence on RE standards.

Leaders understand collective worship as an important time to ‘come together as a school family to worship, reflect and learn together’. It is cohesively planned to connect the vision with Christian values, exploring how these can be lived out daily. Pupils and adults of different worldviews engage in personal reflection and are invited to respond in their own way. Pupils appreciate time to be calm and thoughtful. They rightly explain that ‘worship shapes the kind of person you want to be’. Class worship enables pupils to discuss ideas in greater depth. This further nourishes their spiritual development. The partnership with the church enriches worship. The community feels a sense of being connected through services held in St Leonard’s Church. The pupil ‘Trinity Group’ help to lead worship. They understand the responsibility this leadership role brings. As one pupil shared, they also try to ‘live out the vision and be a good role model’. Following recent training, they played a key role in creating prayer spaces inside and outside school. Whilst newly installed, these are already impacting on the spiritual growth of the school. This is because they offer further opportunities for spiritual development beyond collective worship itself.

At St Leonard’s relationships are rooted in the vision. Pupils and adults treat each other with dignity and respect. Leaders demonstrate a high commitment to the health and wellbeing of everyone. Staff are well supported and value being part of a loving team where leaders sustain them. They appreciate the understanding and kindness shown to them in times of difficulty. The school knows its pupils and families well and is mindful that anyone who might be struggling is noticed. Using a wealth of support mechanisms, including a wide range of outside agencies, pupils and adults thrive. The new behaviour policy, built on restorative practice, is enabling pupils to be more reflective about their behaviours. They are growing independence by building a toolbox of strategies to help them. For example, by using techniques such as ‘zones of regulation’, pupils learn to develop coping strategies and build resilience. Additionally, by creating ‘The Hive’ leaders have ensured that pupils have a safe place to go, where they are met with encouragement.

## Information

Address	Walton Green, Walton-le-Dale, Preston, Lancashire, PR5 4JL		
Date	14 October 2024	URN	119575
Type of school	Voluntary Aided	No. of pupils	241
Diocese	Blackburn		
Headteacher	Kay Proctor		
Chair of Governors	Judith Laycock		
Inspector	Philippa Smith		