

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lea Neeld's Endowed Church of England Primary School

Address	Lea Road, Preston PR4 0RA		
Date of inspection	5 March 2020	Status of school	Voluntary aided primary
Diocese	Blackburn	URN	119567

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent

School context

Lea Endowed is a primary school with 139 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The headteacher and deputy headteacher have been appointed since the last SIAMS inspection. The school received a judgment of good from Ofsted in June 2019.

The school's Christian vision

'Let everyone shine'

At Lea Endowed Church of England School we provide an excellent education for our children. We follow God's example, by loving Him, and each other, in all that we do. Our whole school family is encouraged to achieve their full, God given potential and shine in their own special way.

'Let your light shine.' Matthew 5:16

Key findings

- The inspiring headteacher, knowledgeable and committed governors and talented, generous adults together transform life chances. This is because rigorous and accurate monitoring and evaluation of all activities informs a culture of continuous improvement. It empowers everyone to be aspirational, flourish and shine because it is recognised that each person has a God given, and unique potential.
- Exceptional relationships and behaviour are underpinned by the Christian values of love, respect, truth, forgiveness and reconciliation. Pupils know that adults care for, and about them. All act justly and with integrity. Pupils have an excellent understanding of the courageous advocacy of individuals. However, the concept of looking after God's world is less well developed.
- The deep and wide curriculum is innovative. It enables all pupils, including those with additional needs, to respond to challenging questions. Pupils thrive as independent learners. They make progress at least in line with national averages for similar schools and flourish academically, creatively, spiritually and emotionally.
- Rich, varied and engaging collective worship enables all to respond to God's invitation. It places Jesus at the centre of the community. It promotes prayer and reflection and ensures all experience the breadth of Anglican worship.
- Religious education is excellent. It inspires pupils in their learning so that they make mature responses to issues of religion, faith and morals. Their experience is enhanced through creative teaching and an ambitious programme of visits and visitors.

Areas for development

- Expand and extend the understanding of local and global environmental issues so that pupils are able to recognise the impact of their actions and respond to God's call to be stewards of His creation.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Lea Neeld's Endowed is an excellent Church school where all understand, share and demonstrate its biblically inspired and deeply rooted Christian vision and values. The concept of letting everyone shine is a reality for all and has a transformational effect upon each person's daily experience. Inspiring and visionary leadership and governance secures opportunities for all. Leaders ensure the Christian vision shapes the strategic and operational direction of the school. This results in courageous decision-making in which the needs of the pupils and their learning are paramount. Leaders are exemplary role models and use Christian examples to hold themselves and the school community to account with integrity. Consequently, there is a culture of honest reflection and continuous improvement. There is a commitment to developing adults. As a result, they appreciate their role in this Church school and are better able to support pupils while sustaining their professional satisfaction and aspirations. This leads to all flourishing. It is testimony to the impact of the school's vision, that pupils with additional learning and emotional needs make particularly good progress.

The school's commitment to its innovative deep and wide curriculum ensures that pupils have a bespoke learning experience. This supports each pupil's social, moral, spiritual and cultural development. It nurtures each individual to have a respectful appreciation of their God given talents and potential. This leads to pupils being aspirational for their future and achieving academic outcomes that are at least in line with national expectations. Special educational needs and disabilities (SEND) provision is excellent as are the strategies employed to develop pupils' resilience and mental wellbeing. Pupils understanding of how their learning is organised is impressive. They are familiar with the school's Diamond 9 of desirable learning experiences. Parents and pupils appreciate that adults make learning challenging and exciting. Pupils are encouraged to ask and consider big questions. They enjoy using learning spaces, including externally flexibly, especially for creative and spiritual activities. However, pupils' sense of being stewards of the environment is far less secure. It does not have the depth of knowledge or sense of advocacy that is strikingly apparent in their care and nurture of people.

Adults and pupils recognise, understand and respond to the needs of others with compassion, generosity and friendship. This includes responding locally, nationally and internationally as well as within the school family. There is a developed appreciation that the world is diverse and often challenging. As a result of their learning, including in RE, pupils display excellent moral and ethical judgement. They recognise and understand British values and the rights of the individual because they experience them daily. The school is proud of its mutually respectful and beneficial links with a predominantly Muslim school in the Gambia. Similarly, sponsoring a Tanzanian boy is special because it enables him to meet his potential and flourish. Key Stage 2 pupils have an impressive understanding of the persecuted church and the plight of refugees. They recognise injustice and relate opposing it to the example of Jesus. The school is a community of courageous advocates for each other as well as for others. This is because advocacy is celebrated and role models praised.

Relationships throughout the school family are excellent. They are built upon trust and dignity and enable the school family to offer a tangible warmth of welcome and support to all. Adults and pupils reflect the school's chosen values in their language and actions. They are respectful and courteous to each other and to visitors. This leads to a harmonious and happy community where behaviour is exceptional. Pupils are articulate and honest. They have a developed sense of fairness and appreciate that honesty, forgiveness and reconciliation enrich their daily lives. This is particularly true when occasional incidents of discord occur. Pupils' attendance is very good because they feel safe, welcomed and loved. They appreciate each new day as an exciting adventure. Parents and pupils recognise that for leaders at all levels, ensuring wellbeing is a priority.

'Going the extra mile' is the acknowledged manner of approaching everything for everyone. Mirror books and 'Extra Miler' status recognise exceptional responses to the school's Christian vision. All are immensely proud of these achievements. Extra milers and ethos group, as with all leadership roles within school, are inclusive. They give pupils, including those with additional learning and emotional needs, a strong and respected voice within the community. All pupils understand that they are listened to and can make a difference. They flourish because adults, through pastoral and academic care, remove barriers to their learning and promote wellbeing. Adults treat pupils with dignity and respect in direct response to the school's Christian vision. The impressive appreciation of diversity is achieved through formal and informal learning. National flags representing the school family and images of international Christian worship are small, highly effective, demonstrations of this.

Collective worship is superbly thorough. Thoughtfully planned, monitored and evaluated by pupils and adults, it reflects the Christian year. Engaging, celebratory and captivating, it inspires those present to reflect during worship and beyond. Displaying individual 'Lenten promises' in the outdoor reflection area is one outlet for this. The Bible, music, formal and informal prayer are integral to worship that is the heartbeat of the school day. Interactive worship areas encourage independent prayer. Pupils and adults identify worship as a favourite school activity because it is challenging, inclusive and invitational. There is an impressive understanding of Trinity and the structure of Anglican worship. Links with the local parish are excellent. The priest, leaders from other Christian traditions, teachers and significant numbers of pupils share in preparing and leading worship. This facilitates all in having a deep understanding and rich experience of diversity within Christian worship and of Christianity as a global living faith.

RE makes an exceptional contribution to pupils' wellbeing and development. Excellent curriculum planning, creative teaching and robust assessment, ensure that pupils are inspired in their learning and make good progress. Learning is enriched by visits and visitors. Pupils ask and answer searching questions demonstrating their understanding of the impact of religious practice upon faith. They retain learning and can apply the example of Jesus to their daily experiences in an age appropriate manner. For example, Early Years' pupils connect the excitement of crowds watching Jesus arrive in Jerusalem with instances of excitement in their own lives. Key Stage 2 pupils impressively explain the servant kingship of Jesus. Focusing upon Christianity, Judaism and Islam, but also considering other religions, pupils appreciate the impact of religion upon diversity and culture. The excellent practice that exists within the teaching of RE is shared widely with local schools and networks.



The effectiveness of RE is Excellent

All pupils, including those with SEND and the most able, make very good progress in RE that is in line with expected standards. This is because RE teaching is excellent. It challenges pupils in their thinking and ensures that they have a high level of competence with theological concepts and religious vocabulary. RE, through regular and accurate assessment, leads to continuous improvements.

Headteacher	Catherine Seagrave
Inspector's name and number	Fiona Ashton 860