

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Longhoughton Church of England Voluntary Controlled Primary School			
Address	Lacey Street, Longhoughton, Alnwick, Northumberland NE66 3AJ		
Date of inspection	23 May 2019	Status of school	Voluntary controlled
Diocese	Durham	URN	122277

Overall Judgement	Grade	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgement		
The impact of collective worship	Grade	Good

School context

Longhoughton Church of England Voluntary Controlled Primary school primary has 120 students on roll. The majority of pupils are of White British heritage. Very few 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 below national averages. There are high numbers of forces families resulting in higher than average in-year mobility. Since the last inspection, the school became a primary, including nursery provision. There are links with St Peter and St Paul parish church. The school was judged to be Good by Ofsted in December 2018.

The school's Christian vision

Everyone is welcome. Everyone who spends time learning and growing at Longhoughton is encouraged to reach their full potential with courage, compassion and creativity to make a difference in the future. We are respectful of God's world, working together to create a loving and caring community. This is founded in *1 Peter 4(10-11)* 'God has given each of you a gift from his great variety of gifts. Use them well to serve one another'

Key findings

- All members of the school community can articulate the school vision and values. A deeply felt sense of belonging to an extended family ensures pupils feel safe and ready to learn.
- Adults are particularly sensitive to pupils' anxieties about arriving and moving on. They live out the strap line 'Everyone is Welcome.'
- Understanding global links is a strength of the school as pupils learn about life in other countries from the greatly valued first-hand experience of each other.
- There is a thorough assessment system in place for religious education (RE), resulting in improved standards.
- Pupils have the opportunity to plan and lead worship and their evaluations lead to clear improvements.

Areas for development

- Governors to develop further how lesson observations in RE can be formalised to drive improvements.
- Leaders to ensure pupils understanding of the Eucharist is enhanced so that they understand all aspects of Christian worship.
- Leaders to consider and embed the 2017 guidance on Relationships Education in light of 'Valuing All God's Children' before 2020 curriculum changes.

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

Deeply Christian vision and values underpin the work of this school. There are strong links with the local church, St Peter and St Paul and RAF Boulmer. This ensures the caring nature of the school is evident and the impact of mobility on data is understood.

Pupils see themselves as part of a global family and value their ongoing contact with friends who have moved. Links with the RAF families' liaison staff ensures everyone feels supported. Staff speak of how they encourage one another. One staff member spoke about how she feels when she has had to meet pupils' emotional needs. She says 'the staff here hold me up when I am down.' Governors hold the school to account with regular monitoring visits and reports from staff about standards and developments. This has led to improvements in areas most affected by issues of mobility. There is an assessment system in place for RE. All areas for development from the last inspection have been addressed.

Since the last inspection, Longhoughton has moved from first school to all through primary, including a nursery. Leaders have developed their vision and values to reflect the changing needs of the school and the demands on staff and families. Mobility is high and affects outcomes as children arrive and leave the school mid-year in large numbers. Leaders at all levels are aware, so track progress and attainment very closely. The Ministry of Defence Education Support Fund have funded maths interventions. Individual staff members are trained in 'Thrive' a technique targeted at wellbeing and resilience. One staff member who leads this work was observed supporting a child, due to lose a friend to an overseas posting, to great effect. Spiritual development and academic encouragement overlap in this deeply Christian school. Scrapbooks reflect pupils' work and experiences beyond RE and help them understand the transient nature of the lives many children live. Children can reflect on their lives in other parts of the world and how Longhoughton has helped them understand what is meant by 'forever friends'.

Pupils at Longhoughton talk about how they are trying to improve the world. They speak about work with the Alnwick foodbank and a beach clean up to improve their community. The biblical passage that underpins the vision states that 'Gifts should be used to serve one another' (1 Peter, 4:10-11) and the pupils have a deep understanding of its importance. Families were able to say how the school deals with issues of bullying and how they feel it has helped their children understand how to seek support. This reflects the school's willingness to use its values to support the whole family.

Longhoughton recognises that some pupils become vulnerable quickly. There are numerous things in place which help everyone overcome loss because of transience. Class room envelopes where children can post pictures and mementoes for children to take overseas, special mentions in worship and robust welcome on pupils return all fulfil the school's vision that 'Everyone is welcome'. It also fulfils the vision that 'everyone will work together to create a loving and caring community'. Pupils and adults know how to disagree well. They know they have to 'forgive and forget' but also that it is acceptable to hold differing opinions. There are examples of this in RE scrapbooks and written work. Pupils articulate how they are encouraged to be brave and courageous when they experience transience and the school helps them with this. This reflects the school's Christian vision and values.

Governors have not yet given full consideration to the relationships' education guidance of 2017, or to the Church of England guidance in 'Valuing All God's Children'. Relationships education is taught through the personal social and health education curriculum. Parents have expressed some concern about Y6 pupils attending a primary school rather than a middle school and not having the opportunity to take part in lessons of a more mature nature about relationships. Leaders recognise this and understand that it is their next step. Pupils can say what to do to earn rewards and say they are treated with respect. Behaviour observed around school is good with pupils seen to seek support from adults and to help each other.

Invitational worship is central to the life of this school. Pupils have the opportunity to help develop worship, to which they invite parents and carers. Pupils visit church regularly at key points in the Christian calendar and larger services and acts of worship are held in school. There are links with local clergy who support with planning worship

themes and lead worship regularly. The clergy team are well known in this small, tightly knit community and school is a vehicle for that. Attractive displays around school, including the Christian vision and values, remind everyone that this is a place of worship as well as a school. The school has not yet begun to develop Eucharistic understanding other than in RE. Pupils have some opportunity to develop their own prayers. Pupils and adults say they gain spiritual comfort from prayer and worship at times of loss. They feel it unites the community. An example of this was the giving of a Bible to two pupils who were joining the school. At the same time, a pupil had returned and brought their Bible with them. This cemented that child's place as part of the community and returning with the Bible was a significant symbol. In this way, the school enacted its vision of creating a loving caring community, using worship as a vehicle and reminded pupils that they will always be part of the Longhoughton family.

Religious education is effective. The leader has ensured that teachers have appropriate skills and knowledge. She monitors provision to ensure high standards. There is a balance between 'Understanding Christianity,' SACRE units and 'Global Dimensions'. The curriculum plan is scrutinised by governors, as evidenced in governing body minutes. The RE leader does not yet observe lessons although work scrutiny is included in overall monitoring of pupil work. Work in books, scrap books and displayed around school show that there is a range of work to develop debate and thinking skills. One piece of work on rewriting the Ten Commandments demonstrated this as pupils' responses reflected the experience of children. All pupils have studied world religions, including Judaism, Hinduism, Islam and Buddhism, thus have an appreciation of other cultures that also reflects their lived experience. RE is used to reflect on pupils' lives and growing spirituality. One child was able to write about developing relationships within her family, giving the subject greater context. Pupils are encouraged to think, debate and be courageous about their own views.

The school encourages all pupils to live out the values and vision to great effect, secure in the knowledge that they are unique children of God and have gifts to use. Pupils who leave at varying points feel equipped with the skills to support each other and go out with confidence, knowing they have strong relationships and a Christian family to support them wherever they may go.

Headteacher	Tracey Critchlow
Inspector's name and number	Valerie Hall 859