

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Long Preston Endowed Voluntary Aided Primary School

Address Long Preston, Skipton, United Kingdom, BD23 4PN

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

Overall grade **Good**

The impact of collective worship **Good**

The effectiveness of religious education (RE) **Good**

School's vision

Across our federation, and within our caring Christian community, we understand that each child travels through our schools only once yet always remains a part of our school family. Their journey is rooted in love, kindness, friendship and respect. 'Do everything in love' (1 Corinthians 16:14)

Key findings

- The inspirational headteacher, and knowledgeable, committed governors clearly articulate the Christian vision, which drives strategic decisions, leading to the flourishing of children and adults.
- Carefully planned spiritual development opportunities enrich the experience of pupils and adults enabling them to flourish.
- Exceptionally positive, trusting relationships exist between all members of the school community, centred on the Christian vision of love. This ensures dignity and respect for all.
- Pupils and adults lead collective worship that is inclusive and invitational, providing a reflective, valued time for all to gather and flourish.
- The religious education (RE) curriculum is rich and challenging with expectations for most pupils high. These are not consistent in all classes.

Areas for development

- Ensure that all staff promote effective learning in RE so that every child has access to deep, thought provoking questions which promote understanding and develop critical thinking.
- In collective worship, develop pupils' knowledge of the Bible to enable them to consider, and have confidence in expressing, how ideas encountered might influence their lives today.
- Enhance the varied opportunities for spiritual development so that children and adults continue to experience spiritual growth.

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

Long Preston is a small rural school with a very big heart. At the root of Long Preston is the distinctly Christian vision, which exhorts everyone to 'do everything in love'. This love stems directly from the actions of the highly regarded headteacher. The vision guides every decision and step school leaders take to ensure flourishing of pupils and adults. School leaders are clear that love cannot always be 'nice' and sometimes needs to be 'tough'. They use this balanced vision to make difficult budgetary decisions in the best interest of pupils. The positive impact of their recent decision to expand the leadership team is already evident in adult and pupil flourishing. Governors regard this as 'a brave decision to future proof the school'. The staff team works together harmoniously to provide the love and care each child needs. They value advice from the headteacher and appreciate her way of giving this 'without judgement'. The result is a trusting relationship, which is driving rapid development in many areas of school to promote pupils' flourishing. Governance is highly effective. Governors have a clear understanding of school strengths and areas for development. As a key part of every meeting, they reflect on how their discussions and decisions will affect flourishing for pupils and adults. They provide support for wellbeing of staff including the headteacher. This has included their proactive approach to identifying the best source of support for school improvement. Long Preston, therefore, has a strong partnership with the Diocese. The diocesan adviser has worked closely with the school to develop the vision and to strengthen aspects of provision. However, leaders are realistic and clear that they are still only part way along the improvement journey. The actions they have identified and prioritised are already having a positive impact for staff and pupils.

Spiritual development is an integral part of the developing curriculum at Long Preston. '60 things pupils should experience before they leave primary school' ensures a wealth of opportunity. Pupils develop personally because they are enabled to experience nature, to visit the seaside, to notice the world around them. In school, reflective areas in class and on corridors encourage prayer, reflection and thoughts about big, life questions. Pupils are invited to share their views in personal, social and health education (PSHE) lessons and in RE. Leaders ensure that pupils look out into the world beyond their village by creating links with other schools. Their perceptions of what life is like in other places have been challenged by links with schools in India and urban Bradford. Pupils at Long Preston have flourished as they have recognised that they have more similarities with others, than differences. This global perspective has also led pupils to consider issues close to their heart, such as climate change. They take social action and are becoming more aware of courageous advocates in the past and present. This expression of the school's vision in using love to provoke positive change is enriching the curriculum.

Character development is another strength in provision at Long Preston. Pupils' hopes for themselves and each other are apparent in their care for and encouragement of classmates. They truly flourish through their loving interactions with pupils and the staff, who know them so well. Pupils recognise and celebrate their similarities as well as their differences, and are actively and spontaneously supportive of each other. In this way, pupils embody the vision leaders have for them. Pupils with special educational needs (SEND) are included effectively in all aspects of school life and therefore flourish. They trust the adults who support them and appreciate their increasing independence as they grow and develop. Behaviour around school is exemplary. Older pupils promote good behaviours in younger members of their community, using adults as their role models. Pupils know that adults want the best for them and recognise how the vision of love underpins high expectations. Pupils feel strongly about how important it is to know they are loved in school. They value their close connections to each other and to staff. A child new to school described how warmly she was welcomed, stating emphatically, 'Here, I feel at home!'

Collective worship at Long Preston is welcoming and inviting. Pupils are often inspired when children lead worship. They recall the worship clearly and explain how it influenced their thinking. Pupils enjoy being invited to lead worship and many take up the opportunity, flourishing as a result. Pupils are clear that they are able to evaluate the worship they lead through the response of their peers. Leaders are clear about how they develop worship. Pupils can clearly articulate the Christian belief in God the Father, Son and Holy Spirit. Their knowledge of the Bible, particularly the teachings of Jesus, is not as well developed. Church links are another important feature of Long Preston. Pupils enjoy and benefit from visits to church and visits from clergy who lead worship in school. Members of the clergy also take part in and enhance learning on themed days.

Effective leadership in RE and a curriculum rich with challenging questions, are enabling many pupils to flourish. Diocesan support and training has had, and continues to have, a positive impact on pupils' learning. A love of learning in RE, reflecting the Christian vision is developing. Through this, children gain knowledge of

a range of world religions and views. They consider the effect religion has on society and culture. Many pupils enjoy RE and can explain aspects of religious practice and make comparisons between them. They are beginning to appreciate and relish the challenging questions RE often raises and flourish as a result.



The effectiveness of RE is

Good

Progress in RE at Long Preston is good because pupils follow a rich and challenging curriculum. Teachers encourage all pupils to share their views respectfully. Most pupils access challenging questions and activities that promote critical reflection. They are being encouraged to think deeply about a range of theological and philosophical views, and thus are flourishing. Teachers generally have high expectations of what pupils will learn, however this is not consistent across all classes.

Contextual information about the school

Date of inspection	28 September 2022	URN	121631
Date of previous inspection	18 March 2015		
School status	VA	NOR	047
Name of Multi Academy Trust or Federation			
Diocese or Methodist Circuit	Leeds		
Headteacher	Trudi Ward		
Proportion of pupils deemed to be disadvantaged	In Line with National Average		
Proportion of pupils with special educational needs and/or disabilities	Above National Average		
Additional significant information (if needed)	Long Preston belongs to Ribblesdale Federation of Schools and shares its headteacher and governing board with two community schools.		
Inspector's name	Melanie Barratt	No.	2104