

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Leonard's Church of England Primary School, Blunsdon	
Address	Linley Road, Blunsdon, Swindon, SN26 7AP
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	Excellent

School's vision
<p>Living and Learning Together with God's Help</p> <p>We are all made in the image of God. We are all equal, giving us dignity and respect. We are all loved for who we are; enabled to live and learn together with God's help, because of our access to the Holy Spirit of God. We are all welcomed and loved. Mark 1: 9-12</p>
Key findings
<ul style="list-style-type: none"> • The inspirational and highly skilled headteacher, together with staff, governors and the trust, have created a vibrant learning community. Together they live out the Christian vision enabling pupils and staff to flourish. • Collective worship is far-reaching in its nourishing of the school community. Worship enriches lives and is transformational through its daily impact on pupils' lives. • Dignity and respect are afforded to every member of this fully inclusive Church school. Pupils are growing in compassion and inspired to challenge injustice at a local, national, or global level. However, children's understanding of being an advocate for change is not fully developed. • The school provides a range of opportunities for the spiritual, moral, social and cultural development of pupils, through collective worship, religious education (RE) and the wider curriculum. Children are less confident in expressing their spiritual and ethical ideas. • Ambitious RE drives a context led curriculum. This has enabled pupils to think deeply and respectfully about a range of religions and world faiths. Embedding pupil self-assessment is evolving.
Areas for development
<ul style="list-style-type: none"> • Promote and embed a shared vocabulary and language of spirituality. This is to enable pupils to fluently articulate its meaning and extend their understanding for themselves. • Further raise the profile of global issues of inequality and injustice within the curriculum in order for pupils to feel inspired to act as agents for change. • Enhance assessment in RE so that pupils know the next steps in their learning.

Inspection findings

St Leonard's has been through a time of change and difficulty. Nonetheless, through unswerving and dedicated leadership, it has emerged confidently as a happy and inclusive school. The Christian vision underpins everything it does. Experienced governors and Diocese of Bristol Academy Trust (DBAT) members fully understand the needs of the school and ensure that the staff are well supported. As a result, staff feel empowered and have embraced the changes that have had a positive impact on all community members. Staff development is highly valued by all. It enhances opportunities for staff to prepare for future leadership in Church schools and positively impacts on school development. Robust monitoring and evaluation of St Leonard's as a Church school is embedded into the school improvement cycle. Consequently, leaders and staff make bold choices for change and know where pupils' starting points are so all pupils flourish.

Collective worship is a moving expression of the school's deeply inclusive community and demonstrates a love of togetherness. The leadership of worship is shared amongst staff and pupils. It ensures a balance of the teachings of Jesus, Anglican traditions, faith in the world today, hymns and invitational prayer. Use of a children's topical newspaper has led to a deep understanding of faith in the wider world. Worship is inspirational because motivational leaders, including the pupil Worship Council, and governors check that worship has impact. For example, teaching the value of generosity using carefully selected resources, with drama and reflection motivated pupils to send resources to Ukraine. Pupils and staff value coming together each day. Staff say that worship brings them together in a unified mission and changes lives. Pupils readily explain how their dove vision logo is a symbol for the Christian understanding of the Holy Spirit. Pupils articulate a sense of how some feel God is with them in worship and guides them in the school day.

Motivated by its vision of working together, the curriculum provides opportunities to challenge and support pupils of all abilities. Support systems, such as emotional literacy lessons, Lego therapy or challenge questions, enable pupils to enhance their learning strategies. Pupils enjoy how teachers and assistants help them in their learning every day. The spiritual garden, forest school and various activity trails develop pupils' self-awareness. The school's social, moral, spiritual, and cultural teaching complements the school's vision and is woven into all areas of their learning. Consequently, pupils develop holistically, and they say their lessons allow them to reflect. Pupils regularly use prayer and reflection spaces in times of need. However, pupils' limited vocabulary of spirituality curbs their fluency in expressing their spiritual growth or feelings about ethical issues.

The school's vision inspires a culture of living and working together. All staff build meaningful relationships with pupils, which translates to trust and then results in high aspiration. In class, learning behaviour is exemplary. Pupils use growth mindset language to problem solve together. Through modelling of the vision and associated values by staff, pupils show resilience and a willingness to persevere. Curriculum subjects start with a question and as pupils learn, they ask their own questions and look beyond themselves. An example is learning about Rosa Parks during Black History Month. Children remember key facts and can question and sympathise with equality. Through the curriculum, pupils think beyond their own community. They regularly fundraise for a range of charities such as Red Nose Day or for war torn countries. However, there are limited opportunities to develop these into an understanding of how they can challenge injustice and engage in social action.

A range of mutually beneficial partnerships enrich the life of the school. Work with the diocese and DBAT has resulted in school improvement through training and projects to enhance the lives of children. The trust chaplain has worked with pupils on a Lent Challenge Project .

Pupils proudly share the Lent booklets and readily say how they are teaching younger children the Easter story. Key Stage 2 pupils enjoy Prayer Space days and say how this helps them to reflect more on challenges they face. St Leonard's Church members effectively promote the school's Christian character, vision and values. For instance, through displays of pupils' work in church, regular school newsletters and church visits. Experience days also enhance learning opportunities and provide a sense of community. Close working together with parents, such as pupil progress meetings, is another example of the vision in action. Parents feel that it is a happy and welcoming school, where children are cared for because the Christian vision and values are central.

The vision makes a significant contribution to daily life resulting in a community based on dignity and respect. Pupils recognise that each person is unique and has special talents given by God. Pupils know about the importance of forgiveness when disagreements happen, although these incidents are rare. Because staff teach restorative justice alongside the vision, pupils work and play well together. They enjoy coming to school and are happy, confident, and respectful of all. New pupils feel a sense of belonging straight away. There is a strong commitment to ensure that everyone has good mental health. Staff and pupils celebrate Mental Health Week annually to remind the community to support each other and share good practice. Governors ensure that staff wellbeing is a high priority. Staff value the headteacher's open door policy and they feel listened to in times of need.

RE reflects the Christian vision and contributes to flourishing. Ambitious RE leadership has led to a well-balanced curriculum with a diverse and reflective approach. Careful thought to pupils' needs is considered in planning lessons. This enables them to work in a calm, safe space where everyone's views are respected. Pupils readily take part in a range of activities to spark curiosity, depth of learning and understanding. Activities such as the Green Religion project enable pupils to consider climate issues from the viewpoint of a range of religions. As a result, pupils are informed, and can talk about a number of religions and worldviews. Pupils talk with pride about their reflection books which capture thoughts after RE and worship as a class spiritual journey. Robust assessment systems are in place, so teachers have a good understanding of how well children learn in RE. Pupil's self-assessment is not fully embedded.

Information			
School	St Leonard's Church of England Primary School, Blunsdon	Inspection date	8 March 2023
URN	148009	VC/VA/ Academy	Academy
Diocese/District	Bristol	Pupils on roll	175
MAT/Federation	Diocese of Bristol Academies Trust		
Headteacher	Julie Warburton		
Chair of Governors	Clare Lindley		
Inspector	Carol Dougill	No.	2116