

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lady Elizabeth Hastings Church of England Primary School

Address	Green Lane, Ledston, West Yorkshire. WF10 2BD		
Date of inspection	11 October 2019	Status of school	Voluntary Aided
Diocese	York	URN	108100

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 Judgements		
The impact of collective worship	Grade	Good
The effectiveness of religious education (RE)	Grade	Requires Improvement

School context

Lady Elizabeth Hastings 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 below national averages. The acting head teacher has been in post since September 2018 and a new senior leadership team was formed in September 2019.

The school's Christian vision

Anything is possible with FAITH in God (Mark 9:23)

If you believe, you see, God is able to do all things, in accordance to his plan, purpose and will.

The way his power is released in our life is through faith!

Inspiring, Nurturing, Challenging.

Key findings

- The renewed Christian vision is built on the school's historic foundation. This linking of the past, present and future is effective and enables everyone to flourish.
- Relationships are strong and there is a culture of aspiring to be the best you can be. Each individual is seen as unique.
- The new leadership team and the staff, led by the dedicated acting headteacher, are inspiring, nurturing and challenging children through a rich curriculum.
- Collective worship is invitational, inclusive and inspiring with pupils leading prayer and the evaluation of worship. Prayer is therefore a natural feature of the school. Links with local churches create a strong, worshipping community.
- Religious education (RE) is now taught by each class teacher. New staff members are committed to plan, resource and assess RE as an engaging academic subject. Links with partners are being made to enhance teaching and learning. Recent improvements have not had time to show significant progress.

Areas for development

- Develop the evaluation of the school as a church school so that everything achieved in the past year can be reviewed, embedded and sustained to assist future planning.
- Enable opportunities for pupils to develop their appreciation of Christianity as a living world faith. Enrich their respect for different lifestyles, cultures and faiths to further develop their understanding of others.
- Embed the RE curriculum and develop effective strategies for monitoring progress in the subject. This will enable teachers to support pupils so they can achieve greater depth in their learning.

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

During the last year the acting headteacher has led a period of change in which the Christian vision has been embedded. Clearly rooted in Mark 9:23, the school lives out the vision in the way it welcomes and supports everyone. Parents confirm that pupils flourish because the school is 'like a family' and pupils are given 'time to reflect'. The strapline of 'inspiring, nurturing and challenging' shapes development planning. It is also beginning to be seen in policies as they are reviewed. Governors support the school and describe the vision and new team as 'like a fresh start'. There is some challenge from governors, but formal monitoring and evaluation of the impact of the vision is not yet fully established.

The dedicated new leadership team and staff enhance learning for all through a range of motivating topics. Pupils talk about the impact of exciting starts to themes with visits and visitors which interest and challenge them. Attainment is above national expectations and any dips in progress, for example maths at Key Stage 2, are tackled through action planning. Teachers are described by parents as 'dedicated' and it is clear that the pupils believe that 'anything is possible through faith'. In line with the vision, vulnerable pupils are tracked and monitored so that they receive appropriate support. The bold decision to appoint a pastoral support worker is evidence of the school living out its vision for all to flourish. Pupils feel able to seek out her support and help. She also liaises with staff and parents to ensure that pupils are nurtured with bespoke strategies. The appointment of a senior leader as the mental health coordinator ensures that wellbeing for all is a priority. Adults and children with health needs are well supported. Attendance is above the national average. The school has strong links as an associate member of the Brigshaw Learning Partnership and can access external agencies so that everyone is supported. Spiritual development is encouraged through the curriculum, collective worship and the provision of prayer spaces. The impact on pupils is that they 'have time to talk and ask questions'. They describe the benefits of using the 'fizzy forgiveness' prayer activity and know the value of time to reflect and pray.

Parents choose to send their children to this school because they 'can be themselves' yet everyone is inspired, nurtured and challenged. The school has a significant involvement in the creation of a community allotment and Ledston in Bloom. Pupils consider how to be good stewards of God's world in their forest school experiences. Pupils initiate ideas to challenge injustice and recent work with the food bank had biblical inspiration. They are becoming the agents of change by raising awareness of issues like the overuse of plastics. Requests by pupils to fundraise for charities to meet the needs of people they know are actioned. Currently, there is less focus on thinking globally and school leaders recognise this is an area for development.

An environment is provided in which all feel safe and happy. Pupils can relate the behaviour principles of forgiveness and reconciliation to Bible stories, for example the prodigal son. Parents confirm that their children are taught that there is 'a fresh start every day'. Teachers know the pupils well, communicate regularly with parents and offer a 'feeling of positivity'. This strengthens the relationship between school and home.

The school's statement that 'each person is a gift' is lived out. There is no ceiling to aspirations. Pupils also relate these attitudes back to their founder Lady Elizabeth Hastings, who set up a school for everyone in 1739. 'Even though she was ill, she had faith in God that she could do this and she did,' reported a pupil. The school tackles discrimination and uses the principles of valuing all God's children. Pupils confirm that 'everyone is looked after'. However, leaders recognise that pupils should have further opportunities to understand the importance of valuing lifestyles, beliefs and world views which are different from their own.

Collective worship is at the heart of the school. It is invitational, inclusive and inspiring and clearly expresses the school's vision by offering the opportunity for pupils and adults to grow spiritually. Pupils lead prayer, choose music, relate Bible stories and write deeply moving nominations for pupils who have displayed the Christian value of the week. Collective worship reflects Christian doctrine and Bible teaching and is based around the liturgical calendar. Pupils speak knowledgeably about this and can explain the Trinity. Links with local churches are strong and pupils talk enthusiastically about their Harvest, Christmas, Easter and Pentecost experiences at the church. A significant number of parents attend worship weekly. Creative worship through visitors such as 'Open the Book' and the Day Spring church ensure that children are inspired. Children's evaluation of worship shows that they have fully engaged with the opportunities for dance, drama and reflection.

This term the profile of RE has been raised because class teachers are teaching the subject and the headteacher is leading it. There is further work to do to ensure consistency and high expectations for all. An action plan is in place and progress is underway. In discussion, pupils can identify some understanding of a range of religions and world views. Opportunities to visit Christian churches, a Hindu temple and a Mosque have enabled pupils to compare and contrast places of worship. Pupils are beginning to benefit from being asked to reflect and to give their own opinions. Evidence of their ideas for 'questions to ask God' in Year 5/6 and 'I wonder' reflections in Reception show that there is much to celebrate in a short time. Pupils all speak enthusiastically about their current learning in RE and can explain the 'Big Frieze' Bible timeline well. Assessment strategies have been introduced but are yet to be embedded.

The school is moving apace on its journey as a church school. The team of leaders, governors and staff have the skills to inspire, nurture and challenge the whole school community. The vision that 'All things are possible through faith in God' is effectively enabling pupils and adults to flourish.



The effectiveness of RE Requires Improvement

The headteacher became the RE leader at the end of the summer term. She has benefitted from attendance at diocesan training which has been shared with all staff. Leaders are determined to ensure that curriculum planning is effective and results in a safe place for pupils to discuss religious, spiritual and philosophical ideas. The new senior leadership team has quickly established itself. Leaders are good role models to accelerate improvement and ensure further progress. There is a planned programme of monitoring RE teaching and clear strategies are beginning to be put in place. Although the effectiveness of RE is not yet good, there is a shared understanding of the ways in which pupils can be given opportunities to work at greater depth. The use of the Understanding Christianity programme is beginning to support the improvement of teaching and learning.

Acting Headteacher	Katharine Dews
Inspector's name and number	Heather Rattenberry 964