

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Laughton All Saints Primary, Laughton en le Morthen			
Address	High Street, Laughton, S25 1YF		
Date of inspection	28 March 2019	Status of school	VA primary
Diocese	Sheffield	URN	106934

Overall Judgement	Grade	Excellent
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	Excellent
The effectiveness of religious education (RE)	Grade	Good

School context

Laughton All Saints is a primary school with 120 pupils on roll. The majority of the 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 in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. A recent Ofsted short inspection declared the school as good, with significant progress made under the leadership of the present headteacher, who has led the school for 4½ years.

The School's Christian vision

For everyone who asks will receive, and anyone who seeks will find, and the door will be opened to those who knock (Matthew 7:7,8)
In our Church of England school we are tolerant of others and promote respect for the dignity and worth of each individual as of inestimable worth.

Key findings

- Relationships at all levels are a strength of the school, supporting all pupils' development.
- Clear values are a powerful encouragement to character development, resulting in positive attitudes and exemplary behaviour.
- The leadership of the headteacher and her team is a strength of the school, so that parents and pupils find them both approachable and proactive, so no problem is left to fester.
- The governors are well led, so they challenge the school leaders appropriately in improving the attainment of pupils and deepening their spiritual growth.

Areas for development

- Further develop the answering of big questions so that pupils access higher level reasoning skills
- Further strengthen the links with the local Christian community, so that the excellent worship programme within school shines light on the whole community

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

A Christian vision and set of values are tangible throughout the school. The school vision and motto are prominently displayed in all areas, and acknowledged by each pupil as impacting upon their daily lives. The headteacher's commitment to solving all problems before they fester has secured excellent relationships between school leaders and the parents. School leaders implement Valuing All God's Children on a daily basis, so that all pupils know they are valued and loved. Christian values pervade all planning decisions, so that collective worship and religious education (RE) are clear priorities. All staff have benefitted from clear explanations as to Christian distinctiveness in a church school, and the Diocese is very active in supporting the strategic direction of Laughton school. The governors are indefatigable in supporting the school, with a good structure of governor enquiry visits. These have been supportive and challenging for school leaders, ensuring the pupils all progress significantly, and that spiritual growth is promoted in future planning.

The school takes a wide spectrum of academic backgrounds, but all pupils flourish. Key stage two results consistently exceed national attainment levels, and the progress of pupils with special educational needs designation progress strongly against national measures. Pupils whose behaviour has caused concern in previous schools are able to flourish, fulfilling the school's dedication to letting everyone's light shine. Early intervention is used effectively to remove social, academic and emotional barriers to learning; effective use is made of a supervised nurture room to give needy individuals appropriate support. The vision for all is under-pinned by an awards system which identifies resilience, perseverance and responsibility among the virtues sought. Awards are allocated to houses, led by older pupils, and displayed prominently in the assembly hall. Although now rural, pupils are aware of Laughton's past connection with coal fields and steel-making. Hence pupils choose appropriate causes for fundraising of a local, national and international nature. One pupil planned, oversaw and sent money to the Grenfell Tower appeal. Great fun with considerable success marked Red Nose day, with half the sum allocated to rebuilding a school in Nigeria. A river of pennies supported Water Aid.

Relationships at all levels are strong, enabling staff and pupils to work splendidly together, despite confines of space. The golden rules, linked with scripture verses, are well understood and followed. Tribe time points are vigorously sought, yet allocated through pupils at all levels being honest and open about their own progress. Thus confrontation is avoided, and self-discipline admirable, particularly among the older pupils. Bullying is quietly but firmly sorted, so that pupils were unaware that it existed. A love of debates means that the views of others are listened to with interest, and difference in culture or religious outlook is celebrated. All the different heritages of Laughton pupils are portrayed through flags in the hall, and pupils report enthusiastically on a visit to a mosque, which provided an insight into Islam. Pupils blossom in a secure environment, where all learning is valued. The RE curriculum is a cornerstone of this learning, with a strong contribution to personal development. Pupils apply the themes of RE to everyday situations, so that David and Goliath teaches overcoming challenges, and Daniel teaches about holding out for what you truly believe is right. RE clearly feeds into thoroughly modern initiatives such as the Real Love Rocks approach to relationships in Rotherham schools. Older pupils volunteer as Kindness Kidz to regulate behaviour at break times, so that the vulnerable are involved in play which enables social interaction and finding friendships. A number of pupils on the

Asperger's syndrome spectrum have been fully integrated.

The RE curriculum integrates *Understanding Christianity* with the statutory requirements for RE. All staff teach it and ongoing training helps to foster a sense of confidence in non RE specialists. It contributes strongly to SMSC learning. The school's approach to relationships and sex education is effectively shared with parents, reflects the Christian values, and promotes healthy and safe relationships. Power cadets learn online safety, so that pupils naturally understand the pitfalls of computer use in an age appropriate way.

There is a well-planned programme of collective worship which is a central activity of the school. Creative approaches, co-ordinated effectively, ensure many occasions for pupils and adults to grow spiritually. School Christian values, such as forgiveness and hope, are familiar to all and are linked to Bible stories in pupils' minds. Music and lively singing enhance worship, particularly when led by the pupils themselves. Collective worship uses invitation and responses and pupils are familiar with liturgy. Set prayers mark key points in the day and prayer tables are extensively used so that pupils see prayer as personal both for thanking God and seeking his will. Some pupils affirmed the use of prayer in their daily lives and could outline circumstances in which collective worship and prayer had altered attitudes or actions. There is regular feedback through a pupil survey on worship. The divine nature of Jesus is understood, and the trinitarian nature of God is explained. Pupils talk enthusiastically about links with the church and can identify parts of the church which relate to worship. They identify the major Christian festivals and their significance to the life and teaching of Jesus. All Saints church has recently acquired a new incumbent, who has not yet been able to participate in school life. However, the foundation governors are strengthening links through frequent visits to collective worship and the vice chair of governors is thoroughly involved in both school life and collective worship. Pre confirmation classes are well attended, with lively discussions based on the distinctive tenets of Jesus' teachings. School Eucharist services use an interactive order of service, so that pupils are thoroughly involved both in leading and responding. Parents are frequently invited to collective worship, both within school and in the parish church. The Friends of Laughton School effectively use Remembrance, Mothering Sunday and the Church Fayre to reach out from the school to the community through the church.

Laughton is a lively and happy school, promoting learning for all in a loving and Christ-like way. Servant leadership is key to its rating as excellent, because adults live out daily the values of service to others, enabling pupils of all backgrounds to flourish. This school has succeeded with some where others have failed to cope. By this, the school fulfils its vision of the inestimable value of each and all.



The effectiveness of RE is Good

The programme for RE is well led, including all staff training on the *Understanding Christianity* resource. This has made a useful distinction between the values many people hold in society and our added responsibility to follow the example and teaching of Jesus Christ. Pupils talk enthusiastically about their learning and apply it to their own personal spiritual journey, identifying where it has changed their outlook. The RE co-ordinator recognises that the *Understanding Christianity* resource is yet to be assessed fully. Already however, those considered to be disadvantaged make progress above the national average. All pupils make good progress in learning from and writing about the themes of the resource, so that it enhances their spiritual development. The result of a questionnaire to pupils shows a real enthusiasm for the subject as a chance to develop your own point of view, in a lively and stimulating atmosphere.

Headteacher	Rachel Morley
Inspector's name and number	David Shannon 617