



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

Lady Katherine Leveson Church of England (Voluntary Aided) Primary School  
Fen End Road West  
Temple Balsall  
Knowle  
Solihull B93 0AN  
Diocese: Birmingham  
Local authority: Solihull  
Dates of inspection: 10 March 2016  
Date of last inspection: 4 November 2010  
School's unique reference number: 104095  
Head teacher: Susan Thomas      Incumbent: Rev. Kathy Lloyd Roberts  
Inspector's name and number: Revd Alison M. Morris 759

### School context

Lady Katherine Leveson Church of England Aided Primary School is a smaller than average primary school of 206 pupils which serves the rural area of Solihull. Most pupils come from White British heritage with a mixture of social-economic backgrounds. It is an increasing popular and expanding school with an inclusive ethos. The number of pupils with statements or Education Health Care Plans is higher than the national average. Both the figures for Minority Ethnic pupils (9%) and the number of pupils eligible for Free School Meals are lower than the national average. This school has a unique Christian heritage and historical tradition centred on the Lady Katherine Leveson Foundation situated in a particular Christian setting.

The distinctiveness and effectiveness of Lady Katherine Primary school as a Church of England school are outstanding

- Astute spiritual and inspirational leadership by the head teacher whose vision, motivated by her personal faith, impacts successfully on the community the school serves.
- The significant link between the Master of the Foundation, St. Mary's church community and the school enhances pupils' attitudes to collective worship, faith and

their subsequent spiritual journey.

- The current head teacher and governing body have a profound effect upon implementing effectively an innovative Christian vision for what it can offer to its pupils and the community.

#### Areas to improve

- Consolidate and embed further the developing formal monitoring of collective worship and RE through, and with, the creative assistance of the worship group, CREW.
- Strengthen the links with the community to incorporate a wider range of visitors to enhance the provision for both collective worship and RE.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Lady Katherine has an excellent Christian character and positive ethos which is immediately apparent and permeates every aspect of school's life, from documentation and displays through to classroom practice. High quality pastoral care and welfare supports all. Pupils from all cultures feel welcomed and secure in the knowledge that diversity is embraced and their beliefs are respected. This inclusive approach is much valued by parents of all faiths. High expectations and excellent attitudes to learning are modelled through harmonious staff relationships. Academic progress is good and pupils achieve well, most reaching good standards of attainment. They are keen to attend school, because learning is fun. A creative curriculum enlivens pupils' learning, so there is very little absence. The mission statement '*Children come first*' is at the centre of the Christian vision, and the values that emanate from this enhance pupil learning. Pupils are treated with dignity and as unique individuals and they benefit from a nurturing atmosphere within a Christian environment, which is overtly Anglican in tradition. Effective intervention programmes have a direct life-changing impact on all pupils and particularly those with deep seated needs. This is due to a total commitment to the development of the whole child, who belongs to this Christian school. Christian values which are rooted in the teachings of Jesus are explicit and embedded well, particularly in the exemplary spiritual, moral, social and cultural development. Religious education (RE) makes a significant contribution to the Christian character and SMSC, as belief matters in this school. Pupils know what it means to be a pupil at a church school and make the link to Christian teaching in the Bible. One pupil said '*God sees us as a disciple*'. Pupils participate in mission of the wider community through fundraising for example EducAid, Africa. Standards of behaviour are exemplary

due to clear guidelines which are underpinned by Christian values. The school atmosphere is purposeful, promoting an excellent environment, in which all pupils thrive and which enhances their personal development. School council encourages responsibility, maturity and team work. Spiritual awareness of pupils is encouraged through use of this distinctive learning resource where the church and school are integral to each other within this foundation.

The impact of collective worship on the school community is outstanding

Worship is inclusive, spiritual, affirming and accessible with a strong focus on the person of Jesus Christ. It makes an outstanding impact upon, and contribution to, the life of this school. Pupil belief, attitudes and behaviour are influenced by its Christian distinctiveness. They enjoy, sing enthusiastically, and respond well to prayer and fellowship. Reflective opportunities for pupils are enriched and encouraged through focussed displays and artefacts in the foyer and hall visually express the school's Christian distinctiveness and encourage spiritual development. Worship is planned on a three year cycle within a liturgical calendar so that themes are rooted in Christian beliefs and festivals. A variety of worship experiences in school and church enable all pupils to experience continuity between the communities and engage in a richness of Anglican traditions and practices which embeds a strong sense of belonging. Substantial links with the clergy, church and governors ensure these are embedded. Additional activities such as 'Messy Church' offer practical activities which are then used in worship to provide a creative experience and which also enhances the church link. Speaking of the weekly visit to St Mary's Church, one pupil said '*I enjoy this service as we are blessed and made to feel welcome with the Holy Spirit*'. Worship through its moral messages, influences the pupil's actions and behaviour, creating an excellent learning environment. Very good use of props and dramatic action while sharing bible stories energises pupils' attention'. Prayer and reflection is central to daily life and spiritual development. One pupil said, '*I am part of God's country*'. Through CREW, pupils are beginning to plan, lead worship with prayers or reading, and engage with evaluation. Parents respond positively to invitations to share in worship both in church and school. Formal evaluation and monitoring of the impact of worship by foundation governors is rigorous and effective, so that the high quality of worship offered is relevant to the pupils' lives.

The effectiveness of the religious education is outstanding

Standards of attainment in RE, which follows the Solihull Agreed Syllabus, are in line with national expectations. Methods of teaching and learning are varied, age appropriate and effective, enabling pupils to make exceptional progress. An effective analysis of assessment determines how pupils are making this progress. Improved standards of attainment have also been achieved through monitoring of teaching and learning. RE is a positive and affirming experience which pupils enjoy and to which they contribute enthusiastically in lessons. It has a high priority with a substantial budget and resourcing which has led to highly effective practice through a significant contribution to pupils' development and the Christian character of the school. Teaching is good and often outstanding because it consistently uses targeted activities to address pupils' needs. Pupils are able to explain the image of Jesus as the bread of life and give examples from their work. Creative teaching helps pupils to use vocabulary such as 'everlasting life' appropriately. RE also fosters deep respect of Christian values and beliefs whilst also developing an excellent understanding of other faiths. As a result of effective questioning and discussion activities, pupils are able to talk about the Islamic practice of giving: '*Zakat*'. Creative learning activities enable pupils to learn about and learn from RE with opportunities for personal reflection. Pupil knowledge of the 'Christian narrative' is very good as well as understanding and awareness of other faiths and cultures. Subject leadership in RE has a high level of expertise with purposeful development and action plans. Excellent support and INSET training has impacted upon staff development.

The effectiveness of the leadership and management of the school as a church school is outstanding

The astute spiritual leadership of the head teacher has developed a distinctive Christian vision which is lived out in every detail of this school. The head teacher provides a clear and consistent direction rooted in her personal faith. All stakeholders understand and ensure that the distinctive Christian values and ethos pervade throughout the school and are vital to the school's vision. Both chair and ethos committee are particularly supportive of the strategic drive to develop the Christian distinctiveness. Through the outstanding work of the foundation governors a distinctive Christian difference is made to this school. Links with the Master of the Foundation and St. Mary's church are extremely strong and very effective in maintaining this distinctiveness. Since the last inspection a focus for development has been addressed. A new outdoor cross now serves as a sign for distinctiveness and a focal point for prayer. Self-evaluation is insightful, as skilled and knowledgeable governors know exactly where priorities lie and monitor factors that sustain the Christian character of the school, resource allocation and impact on school improvement. These purposeful and effective systems for monitoring and evaluating do impact on pupil achievement. Governors act as critical friends, provide strategic support and give account to the leadership team. Experienced leadership by the head teacher has contributed significantly to the success of this school through identified strategic professional development and succession planning. All staff have a very clear understanding of any future developmental needs of this church school. Governors and staff take up training opportunities provided by diocesan training courses. Highly successful partnerships exist between all members of this community. An example of this is seen in the extensive work between the pupils and residents of 'The Court' and also that of the Parent/Teacher Association. Parents say that the school is very supportive to their requests: issues are dealt with quickly and efficiently. A strong Christian belonging and identity, within which all faiths and cultures share a sense of cohesion, is greatly valued. Parents also greatly value the exceptional school and church link and appreciate its focus on tradition and history. One parent said, *'It's all an integral part of Christian life'*. They believe pupils' needs are met and progress is enhanced through additional activities. Pupils are encouraged to think globally and be culturally aware of their wider responsibilities within a multi-faith and multi-cultural society. Effective strategies include links with a Birmingham primary school with predominantly Muslim pupils, and with the Malawi Partnership.

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