Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Laleham Church of England Primary School

Vision

A Christ-centred community, learning, growing and celebrating together in the love of God.

Christ is before all things and in Him all things hold together - Colossians 1 v 17

Laleham Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The Christian vision inspires leaders at all levels to share a common goal that adults and pupils should flourish. Supported by the school community, they skilfully make decisions that drive the positive work of this Church school.
- Collective worship is central to the school. Adults and pupils come together to thoughtfully explore the school's vision and values. The close relationship between the local church and the school strengthens the development of this inclusive, spiritual community.
- Religious education (RE) is inclusive and engaging. The curriculum enables pupils to develop a secure knowledge and understanding of the core concepts within Christianity and other world religions. It provides a safe space so that pupils can consider the big questions that the subject raises.
- Pupils' behaviour is exemplary. Unerringly, they use the school's core Christian vision and supporting values to build positive relationships and make good choices.
- Motivated by the school's vision, leaders prioritise wellbeing and promote a deep sense of community. As a result, the staff team is united and positive in their work, including through challenging times.

Development Points

- Strengthen the RE curriculum by providing even more opportunities for pupils to consider diversity within religions. This is so that pupils further understand the different ways that people believe, think and live.

Inspection Findings

Laleham Church of England Primary School has a nurturing, caring atmosphere. It is driven by the Christian vision of learning, growing and celebrating in the love of God. The newly appointed leadership team is ambitious and relentless in its commitment to the school's distinctiveness as a Church school. The vision is deeply woven into school life and is clearly understood by members of the school community. It shapes leaders' decision making. As a result, staff feel supported and have trust in the leaders. Leaders take time to listen and act decisively. As a result, staff and pupils believe in themselves, and this positive attitude has supported them, including through difficult times. Governors ensure that the Christian vision continues to drive the work of the school. Through regularly capturing pupils' views, they offer strategic support to leaders, ensuring that decisions are made that underpin the school's nurturing ethos. By monitoring progress against the vision-driven priorities, governors hold leaders to account and celebrate successes that advance the whole-school aims. The diocese enriches the spiritual lives of the school by offering effective training, support and challenge.

The vision shapes leaders' decisions around the curriculum. These are rooted in learning, growing and celebrating together so that pupils are confident in their successes. The curriculum promotes exciting and thoughtful lessons. A variety of extracurricular activities, including mindfulness and sports, ensure that pupils are able to explore their growing gifts and talents. Staff believe no pupil should be left behind and they focus extra provision on those who need additional help. Skilful support and adaptations in teaching enable pupils to find success in their learning. Leaders are determined that the curriculum provides pupils with opportunities to explore the spiritual dimension of life. To this end, they have developed a shared understanding and language that helps staff plan meaningful experiences. Staff generously share their time and expertise to assist others in their own professional development. This collaboration in planning memorable experiences that foster spiritual reflection enables learners to flourish spiritually within the curriculum. To enrich pupils' experiences further, leaders are beginning to consider how they can encourage more spontaneous responses from pupils.

Collective worship leaders create an atmosphere that inspires pupils and adults to engage thoughtfully. Themes, prayers and reflections are carried into the school day, and on into homes in discussion. Pupils value how collective worship brings the whole school together as one community. Joyful singing enriches their experience. It allows the freedom for those of different faiths and worldviews present to engage with integrity. Class-based reflective sessions and moments of stillness and prayer deepen pupils' opportunities for contemplation and spiritual growth. There is a strong partnership between the school and the local parish. The vicar leads regular sessions of collective worship, enriching spiritual life by fostering Christian values and strengthening pupils' sense of belonging. Pupils consider the opportunity to pray and reflect to be important. One pupil summed up how much pupils value worship, saying that it helped her 'feel closer to each other and God'. Thus, pupils have a well-developed sense of their own spirituality.

The vision inspires leaders to create a culture where staff and pupils have respectful relationships that unify the school community. Motivated by the vision, leaders encourage staff to work collaboratively so that they feel valued and supported. Adults care about one another and model to pupils how to develop positive relationships. Thus, pupils have a strong sense of empathy for others, reflecting the vision. Pupils demonstrate compassion and kindness, accepting differences. This helps to develop a learning culture within the school that enables pupils to flourish. Pupils and their families know that staff listen to them and that any concerns are quickly addressed. Thus,

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pupils feel safe and happy in school. By prioritising good mental health in this way, pupils are able to live and learn well together.

The Christian vision, championed by all staff, creates a culture where pupils demonstrate compassion through showing responsibility to others. The school offers leadership roles, enabling pupils to be agents for good within and beyond the school. They serve as sports ambassadors, prefects and worship leaders, and hand out awards to celebrate positive behaviour. By studying inspirational figures within the curriculum, pupils learn about different cultures, careers and religions. They understand the importance of all people being treated with equity and are inspired to pursue justice. Pupils and the school community show their compassion by raising money for a variety of causes. They are keen to make a difference and speak of wanting to help others to 'have a better life'. Consequently, pupils recognise their roles as global citizens and understand that they can act to bring about positive changes. For example, pupils recognised the need to improve the school grounds as a habitat for wildlife. Working with parents and carers, they successfully created a reflective space that nurtures biodiversity.

RE is valued as a priority subject. It is expertly led and managed. The RE curriculum follows a clear, step-by-step plan to help pupils learn and build their understanding. Pupils learn about different faiths, fostering respect and appreciation. Younger pupils recall their learning about the Bible. Older pupils discuss Islam and Judaism confidently, exploring teachings relevant to their lives. Teachers create a safe space that encourages pupils to discuss big questions. Through debate, they thoughtfully explore moral and ethical issues. Thus, pupils appreciate RE as a subject that helps them to understand the world and their beliefs. Leaders stay up to date with current developments in the subject so that it remains relevant and meaningful. To this end, they are developing the curriculum so that pupils further understand that people have different ideas and ways of living out their faith. These changes to the curriculum are in the early stages of implementation.

The teaching of RE is exciting and engaging. Passionate and dedicated RE leaders are supported by access to effective training and guidance from the diocese. They readily share good practice and resources with staff, which makes a significant contribution to enhancing the quality of teaching. Thus, teachers are confident in their knowledge and assessment of the RE curriculum. Leaders effectively monitor the quality of teaching in RE. Due to strong teaching, pupils become knowledgeable about core teachings within Christianity and a range of world religions and worldviews. Leaders and teachers carefully look at pupils' work to assess their learning accurately. Teachers use this knowledge to adapt their teaching to meet the learning needs of their classes. As a result, pupils feel a sense of achievement in RE and make strong progress across the school.

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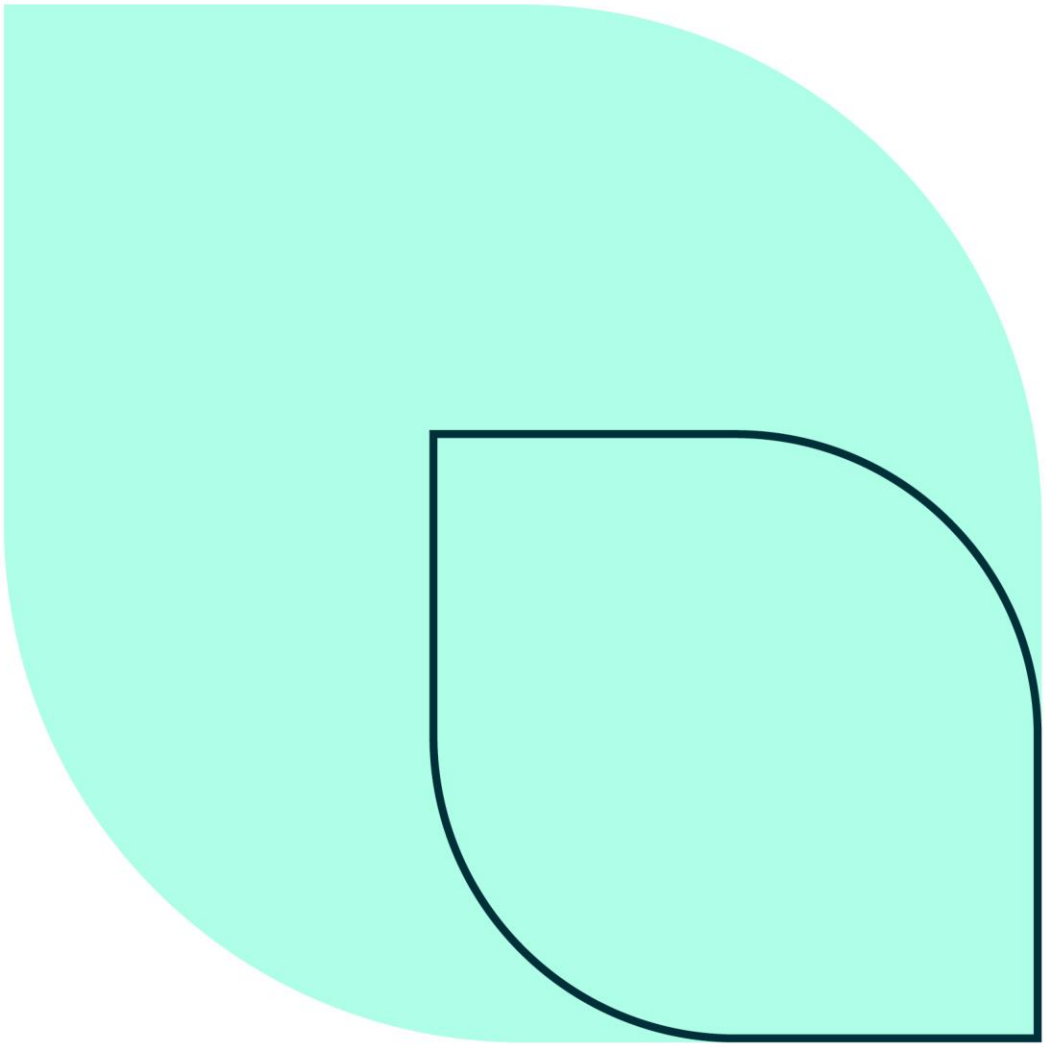
Information

Address	The Broadway, Staines-upon-Thames, Middlesex, TW18 1SB		
Date	10 June 2025	URN	125229
Type of school	Voluntary Aided	No. of pupils	405
Diocese	London		
Headteacher	Lizzie Wayland		
Chair of Governors	Carol Manger		
Inspector	Elizabeth Savage