

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Lanchester Endowed Parochial Primary School

#### Vision

A Caring Community Where All Can Flourish.

At Lanchester Endowed Parochial Primary School, our Christian vision is based on the parable of the sower in Luke's Gospel:

'Through God's love, we are the rich soil where roots grow and seeds flourish'.

Luke 8: 4-15

Lanchester Endowed Parochial 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.

#### Notable Strengths

- Leaders, including governors, are driven by a shared vision for the school to provide a 'rich soil' in which all can grow. Thorough monitoring and evaluation ensures that this is the case.
- The caring community nurtured within Lanchester Endowed Parochial (EP) Primary School is encouraged to act justly and responsibly by an intentionally planned curriculum and extracurricular programme. As a result, pupils independently challenge injustice in their community and beyond.
- Vision-led, bespoke and bold support creates a caring and cared for community where lives are changed.
- School leaders are committed to providing a wealth of impactful experiences. These enable pupils and adults to celebrate diversity and grow as individuals.
- Opportunities for spiritual development are varied and resonate with the school community. Consequently, pupils and adults flourish spiritually.

#### Development Points

- Maximise identified opportunities for spiritual development in the curriculum. This is so that pupils can fully benefit from the planned rich experiences for awe and wonder in their daily lessons.



## Inspection Findings

### Vision and Leadership

Leaders are clear that members of the Lanchester EP School community are unique and valued. Like a 'rich soil in which roots grow', leaders' decision-making is driven by a vision that demands opportunities. These are varied in nature to grow the talents of individuals. Effective monitoring and evaluation from leaders, including governors, ensures that whilst provision is broad in nature, it is cohesive. This monitoring keeps the vision consistently at its heart. The Christian vision is well understood by the school community, including parents. There is clear evidence that the school's desire to care is recognised and valued in the wider community too. Knowledgeable school governors have a secure understanding of their responsibilities. They benefit from partnerships with the diocese and local church groups. This supports the school to evaluate accurately and enables them to carry out their duties with shared expertise.

### Vision and Curriculum

The school's extremely broad curriculum and enrichment is thoughtfully and ambitiously shaped by their vision. Notably, global travel and impressive experiences in the arts bring cultural diversity that meets the needs of the school's context. Leaders are resolute in their commitment to ensuring that these visits are fully accessible. This includes pupils deemed vulnerable and those who require personalised planning to participate. Governors and leaders carefully evaluate their significant investment to ensure that it is having the intended impact. Pupils highly value the school's regular 'mindful moments' sessions. These enable them to challenge their thinking and develop spiritually. This is complemented by a range of opportunities to encounter spirituality, for example in nature, relationships, through debate and educational visits. These practices have been extended and evaluated over time to provide purposeful experiences in line with the school's vision. More recently, the school has explored how different subjects in the curriculum may contribute to spiritual flourishing. This is understood by governors and school staff but has been less clearly articulated to pupils. Consequently, pupils are less sure about how they are supported to encounter awe and wonder in the curriculum. Therefore, the benefits of these well-planned opportunities have not been embedded.

### Worship and Spirituality

Effective partnerships and careful planning have resulted in rich worship that enables pupils to think and act differently. Worship is thoughtfully planned to reflect diverse styles whilst retaining a clear central message. In this way, pupils have access to a range of ways to develop spiritually and perhaps encounter God. Through worship, pupils are encouraged to develop the values and skills needed to become caring citizens. They reflect inwards on their own beliefs and attitudes and are encouraged to look outwards to serve those around them. The school's reciprocal partnership with the local church has enabled both worshipping communities to grow as well as providing honest evaluation. As a result of targeted monitoring, the worship offer has been strengthened and leaders know that their intentions are resulting in a positive impact. This extends to adults in school who find worship both refreshing and reflective.

### Vision and School Culture

Lanchester EP Primary School is an inclusive school in which pupils are provided with effective and ambitious support to enable them to flourish academically and personally. Pupils deemed vulnerable receive tailored provision that is monitored to ensure that they benefit from what the school offers. For example, creative use of the school grounds ensures that pupils can access an environment in which they can develop leadership and curriculum-based skills. Planned time in woodland spaces enables pupils to experience the tranquility of nature. Through this, pupils experience a sense of calm that enables them to think more deeply. Staff work in a supportive environment where they are given training to grow and develop. This extends to school support staff who are clear about the often life-changing impact that opportunities have on them. The school are aware of the challenges faced by some families and provide loving and knowledgeable support.



### Vision, Justice and Responsibility

Through a skillfully planned curriculum, pupils are equipped and empowered to act with justice and responsibility. The school inspires pupils to explore the impact that their decisions have on each other and the wider world. They frequently take the opportunity to extend their learning beyond the classroom through voluntary acts of service in the community. For example, a group of pupils have inspired others in their community to respond responsibly to ocean pollution through campaigns. These opportunities to explore their ideas give pupils the confidence that their voices and actions can and do make a difference. Whilst the curriculum has provided the foundations for learning about justice, pupils' ideas have also influenced the development of the curriculum. For example, by making sure that baking ingredients provided a sustainable income for those who produced them. Motivated by a clear sense of responsibility, members of the school community behave in a caring way towards one another. Older children are supportive buddies to those who are younger and the very youngest pupils play with kindness and care.

### Religious Education

In response to the school's Christian vision and context, the religious education (RE) curriculum is diverse and well balanced. School leaders have thought carefully about the sequencing within the curriculum. This ensures that pupils have the opportunity to build on prior learning about religious and non-religious worldviews. Monitoring and evaluation by school leaders has ensured that the curriculum is relevant and meets the needs of pupils. This has been enhanced by support from the diocese. Planned visits and visitors ensure the curriculum provides a sense of the different ways that religion is lived by believers. RE is given priority within the curriculum and governors ensure this is the case through knowledgeable and effective support and challenge.

## Information

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|------------------------|------------------------------------------|---------------|--------|
| Address                | Front Street, Lanchester, Durham DH7 0HU |               |        |
| Date                   | 24 June 2026                             | URN           | 131168 |
| Type of school         | Voluntary controlled                     | No. of pupils | 461    |
| Diocese                | Durham                                   |               |        |
| Headteacher            | Jane Davis                               |               |        |
| Co-Chairs of Governors | Michael Knowles and Jason Exley          |               |        |
| Inspector              | Vikki Wilson                             |               |        |