

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

NCEA William Leech Church of England Primary School

Vision

Our Trust LIGHT values (Love, Inclusivity, Goodness, Hope and Truth) are well established at William Leech and we believe these form part of the firm foundation. As a school deeply rooted in its community, we want the children and other stakeholders to support each other in building these foundations as we 'Encourage one another and build each other up' (1 Thessalonians 5:11). We have therefore built our vision around the parable of the wise builder (Matthew 7:24-25) and seek for children to have strong foundations like the wise builder's house so they are able to stand strong in storms.

NCEA William Leech 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.

Notable Strengths

- The school's distinctive Christian vision, its trust-wide 'LIGHT' values and the associated parable of the wise builder are firm foundations for this thriving school. They drive leaders' actions, enabling pupils and adults to flourish.
- Inspiring leadership ensures that the school's Christian vision shapes learning experiences. Support for pupils who have additional needs is deeply embedded within the school's curriculum. This ensures that pupils can participate fully in the life of the school.
- Collective worship effectively contributes to spiritual development through planned opportunities of reflection and prayer. This daily act reinforces the school's vision, helping pupils to make wise choices and overcome challenges.
- School leaders, the NCEA Trust and governors demonstrate a deep level of care and compassion. Strategic partnerships enhance the school's ability to create an active culture of justice and responsibility. These enable pupils to look beyond their own community, broadening their perspective and strengthening their understanding of their responsibility towards others.
- Religious education (RE) is of high quality and is central to the school's curriculum. This enables pupils to develop a well-balanced and diverse knowledge and understanding of religion, drawing on beliefs and the impact of faith on life.

Development Points

- Using the school's agreed approach to spirituality, plan opportunities to nurture pupils' spiritual development within the curriculum.
- Strengthen governors' monitoring and evaluation of the impact of the school's Christian vision. Use this to give focused support and challenge to leaders so that the school continues to strengthen as a Church school.



Inspection Findings

Vision and Leadership

A distinctive Christian vision, trust-wide values and the parable of the wise builder, drive leaders' decision making at this Church school. Pupils and adults have the opportunity to flourish as a result of the inclusive environment that this creates. The school community lives out its vision through its 'LIGHT' values. These are central to the firm foundations that leaders' actions establish to enhance the school's vision. Pupils and adults describe these as their 'toolkit', helping them to make thoughtful choices and build positive relationships. Leaders meet the needs of the local community with compassion and by building close relationships. Shaped by the commitment to promote inclusivity, well-embedded strategies help staff to ensure that pupils and their families feel supported and safe. Governors recognise the challenges that some families face. They see the vision's positive impact on leaders' actions, relationships with staff and decision making. However, there is limited evidence of governors holding leaders to account for the vision's impact. Thus, the role of the local governing body in helping to drive the strategic direction of William Leech as a Church school is underdeveloped.

Vision and Curriculum

Leaders' decisions about the curriculum are motivated by a determination to ensure that pupils have a firm basis in their education. High expectations shape a curriculum where teachers inspire pupils to aim high, develop resilience and recognise their own potential. As a result, pupils enjoy school and grow in confidence. Tailored support for those who have additional needs is prioritised. Early identification of educational need is reflected in the school's decision to employ a specialist speech and language assistant. This gives pupils timely support that boosts their communication skills and enables them to participate actively in lessons. Learning environments are adapted to meet the wide range of pupil needs in the school. Classrooms are calm and productive, whilst smaller spaces offer pupils valuable additional support when they need it. Thus, pupils thrive in their learning, feeling safe and well cared for. School leaders have developed a whole-school approach to spiritual development. It encourages pupils and adults to reflect upon themselves, their relationships and a sense of something greater than themselves. Opportunities to stop and think spiritually arise in activities, such as within the sensory garden space. However, specific experiences are not intentionally planned. Consequently, the power of the curriculum to nurture spirituality is underdeveloped.

Worship and Spirituality

Collective worship is an inviting and spiritually nourishing opportunity for prayer, questioning and reinforcement of the school's vision and values. As worship begins, representatives of each class place a pebble on the prayer space. This signifies the shared commitment to build each other up. Through the lighting of a candle, pupils appreciate how their school values enable them to let their own light shine. Worship is enhanced by joyful singing, drama and spiritual moments of reflection. These are often led by pupil 'Light Leaders' who engage their fellow pupils in meaningful ways. Through exploring Bible stories, pupils understand how biblical teaching can help people to make wise choices and overcome challenges. Leaders have built strong relationships with nearby parishes. Church partners and a local charity broaden pupils' understanding of worship. Their contributions deepen pupils' appreciation of the Bible and its meaning. Pupils value opportunities to extend their thinking about worship themes throughout the day. They actively engage in hanging reflections from ornamental trees, thus deepening their personal response. Families value regular opportunities to join their children in worship. Through coming together as a school community to explore their school values, adults and pupils feel a powerful sense of belonging.



Vision and School Culture

The vision to provide strong foundations that support pupils' personal development motivates leaders' actions. Underpinned by the school's values, a shared language of 'be ready, be kind and be safe' guides pupils' choices. This consistent approach gives pupils a depth of self-awareness and appreciation of the needs of others. Pupils undertake roles that foster kindness and respect. For example, playground sports leaders model respectful play. Through a whole-school, consistent approach, staff teach pupils how to build positive and trusting relationships. Thus, pupils of all ages play well together and include each other, nurturing a strong sense of belonging. Leaders and staff know their pupils well. They give sensitive and timely support to parents and carers so that pupils are helped to feel happy and safe in school. A well-attended, free breakfast club helps prepare pupils for the school day. Activities, such as high-quality music tuition, support pupils to develop their individual talents, enhancing their confidence and wellbeing. Staff are a united team. They feel supported by leaders and recognise the positive impact of their decisions in supporting adults' mental health and wellbeing.

Vision, Justice and Responsibility

The school's vision and values enable pupils to gain a strong sense of justice and responsibility. They play an active role within the village, hosting events such as the Remembrance service. Pupils contribute meaningfully by sharing readings and laying a wreath, therefore recognising the wider responsibility to their community. Leaders make ethical decisions and build strategic partnerships that provide opportunities that would otherwise be impossible. For example, external partnerships fund opportunities for trips to the coast, helping pupils to look outwards at the wider society beyond their village. The curriculum encourages pupils to explore issues of injustice, such as modern slavery, and understand that people can speak up to bring about change. Younger pupils develop awareness of need in their local area. Pupils are beginning to look beyond themselves and identify aspects of injustice that they wish to challenge. For instance, they raise money for the local foodbank.

Religious Education

RE is well led and the school's values are reflected throughout the subject. For example, lessons encourage pupils to question, reflect and empathise. School and trust leaders prioritise RE. Lessons provide a balance between the teaching of Christianity as well as other religions and worldviews, reflective of a relevant and diverse curriculum. Regular monitoring and evaluation of the subject, together with high-quality training, ensures that the curriculum develops and remains meaningful. Coupled with effective support from the diocese, this results in a curriculum that engages and challenges pupils. Pupils hold balanced and well-informed conversations about religious beliefs and worldviews. For example, pupils understand that Jewish people live out their beliefs in different ways.

School and trust leaders accurately monitor and evaluate the quality of teaching in RE, including through feedback from pupils. Thus, leaders have an accurate understanding of teaching, learning and pupil progress. They use this to ensure that teaching remains relevant and engaging. Learning through exploring questions inspires pupils to think critically and builds their knowledge and understanding securely over time. Investigating real people helps pupils to understand the diversity of faith in Britain. Through this, pupils learn about beliefs and are challenged to consider the impact of faith on life. This underpins pupils' ability to reflect on their own faith and values. Pupils enjoy RE and proudly share work that reflects their progress over time. Regular assessments enable teachers to adapt their teaching to meet the wide range of needs in their classes. Lessons focus on helping pupils to remember what they have learnt previously. Therefore, pupils across the school achieve well in RE.

Information

Address	Church Square, Lynemouth, NE61 5TR		
Date	15 January 2026	URN	148764
Type of school	Academy	No. of pupils	105
Diocese	Newcastle		
MAT	Northumberland Church of England Trust		
MAT Chair	John Brearley		
Headteacher	Heidi Barnes		
Chair of Governors	Liz Dunn		
Inspector	Kevin Taggart		