



National Society Statutory Inspection of Anglican and Methodist Schools Report

Queniborough Church of England (Voluntary Controlled) Primary School

Coppice Lane
Queniborough
Leicestershire.
LE7 3DR

Previous SIAMS grade: Good

Current inspection grade: Outstanding

Diocese: Leicester

Local authority: Leicestershire

Dates of inspection: 19 May 2016

Date of last inspection: 29 March 2011

School's unique reference number: 138931

Headteacher: Joy Hardy

Inspector's name and number: Carol Price NS 869

School context

This is a smaller than average school set in a village location. There are currently 209 pupils on roll aged 4-11. Half of the families come from out of catchment. The vast majority of pupils are White British heritage. However, numbers of pupils from ethnic minority backgrounds or those with SEND are growing. The school achieved academy status in 2012 and is a member of the Syston and Thurmaston Teaching School Alliance. The parish church of St Mary's is in walking distance but is without a vicar. Currently, the school is experiencing a difficult period as a result of staff illness and bereavement.

The distinctiveness and effectiveness of Queniborough as a Church of England school are outstanding

- The depth of the school's Christian character enriches the lives of pupils and staff alike so that they all feel valued, supported and inspired to be the best that they can be.
- The school's Christian values are deeply embedded in all aspects of school life and all members of the school community consistently talk about the impact that each value has on their daily lives.
- The very strong leadership, rooted in Christian values, provided by the headteacher and the support received by staff and governors is a strength of the school.
- Pupils play an active role in leading explicitly Christian aspects of the school.
- High quality worship engages and inspires the whole school community to grow together and be at one with each other leading to positive relationships.

Areas to improve

- To develop pupils' leadership skills beyond school to share practice with parents, local Christian communities and the network of Church schools.

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

Queniborough is 'unashamedly' a church school and the distinctively Christian values of the school are evident in all aspects of school life. High quality displays, the website and prospectus promote the Christian values of respect, peace, honesty, friendship, belonging, love and compassion and these are deeply embedded in every area of school life. All members of the community easily relate these values to biblical teaching and readily talk about how they impact on their daily lives. Pupils talk with great eloquence about how their Christian values help them to respect each other, develop good friendships and solve problems. This is evident in the positive way pupils play together and include everyone at playtime. Even the very youngest pupils can describe what their Christian values mean to them, expressively explaining the meaning of a 'belonging tree' they had made for their class Christian values assembly. Caring attitudes based on the school's Christian ethos and an understanding that 'we are all important to God' ensure that there is excellent provision and support for learners of all abilities and backgrounds. Consequently, all pupils make good progress and standards and attendance are above those nationally. Spiritual, moral, social and cultural (SMSC) opportunities have a very positive impact and this is seen in the strong relationships between all members of the community and exemplary behaviour of learners. Fundraising and events such as a 'bread and cheese day' help pupils to develop an exceptional sense of moral duty and an appreciation of what they have. Professional development opportunities enable staff to develop a shared and well defined understanding of spirituality. This results in high quality provision for personal spirituality within religious education (RE) and collective worship and subsequently allows pupils to be confident, reflective learners who are able to share their views and opinions. The RE curriculum and links with global communities provide a wide variety of opportunities to learn about Christianity and other world faiths so that pupils demonstrate an excellent understanding, respect and appreciation of faith and cultural diversity. For this reason, families of other faiths and none feel welcomed and valued by the school community. RE teaching is given a high priority and identified as a core academic subject. Pupils are inspired by and enjoy RE because activities challenge their thinking and encourage them to consider big questions in life. As a result, RE makes a significant contribution to the Christian character of the school.

The impact of collective worship on the school community is outstanding

The school is deeply committed to the provision of high quality collective worship that enriches the lives of the whole school community. Staff as well as pupils talk about how they enjoy worship because they have time to reflect and are actively engaged by interesting activities that relate to their own lives. Pupils sit together in small, mixed-aged, friendship groups during worship time and have regular opportunities to work together and reflect on biblical and spiritual themes. This innovative approach has a substantial impact on pupil engagement and inclusion as well as their relationships with each other. It also results in all pupils having the confidence to thoughtfully answer questions and relate themes to the school's core Christian values. During a discussion in collective worship about the meaning of 'loving your neighbour as yourself', one pupil commented, 'Without love we wouldn't be a little school with a big heart'. There are very effective systems in place to monitor and evaluate collective worship. A variety of methods, such as governor visits and parental surveys, are used to capture the opinions of stakeholders. The friendship groups act as a valuable forum to include pupils in the monitoring and evaluation of worship. Pupils are regularly asked about 'what works well' and 'even better if' questions. This enables the school to respond immediately and quickly improve provision, such as increasing the use of Bible stories and role play within worship. The Time to Worship group, made up of pupil volunteers, is well supported by a Grace Project worker. They meet weekly and enthusiastically prepare, lead and evaluate collective worship. Diocesan themes, with a strong focus on Jesus and his teaching, as well as the school's Christian values and special events, are used as a basis to plan worship. Worship is consistently and recognisably Christian and children are developing a good understanding of local Anglican practice and the Christian calendar. Singing and prayer form an integral part of worship and the ability of pupils to

spontaneously lead prayers demonstrates that they are confident to pray and talk to God. Pupils value the opportunity to use the outdoor reflection area and readily comment on how prayer 'makes you feel better'. Learners talk with a clear understanding of the Holy Trinity. However, whilst older pupils are able to talk perceptively about God as Father, Son and Holy Spirit, the school has correctly identified the need to embed this further with younger pupils. Local clergy from different Christian traditions have an excellent relationship with the school community. They regularly plan and lead acts of worship enabling children to have a rich, varied experience of Anglican and Methodist practice.

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

The headteacher is passionate in the way she promotes a clear Christian vision rooted in distinctively Christian values. Staff and governors consistently talk about how 'her personal faith comes out in everything she does and every decision she makes'. The headteacher's role model has a profound impact on the whole school community. This results in everyone showing a high degree of support and compassion for each other and the school, particularly during difficult times. The explanation by one pupil 'that without one brick our school wouldn't be our school' exemplifies the value that everyone places on working together as a 'family'. Consequently, they feel safe and secure and everyone wants to do their best. All members of the community clearly describe how the school's Christian character and values drive children's high level of achievement, behaviour, well-being and SMSC development. The leaders for RE and collective worship are enthusiastic and extremely committed, ensuring that these areas have a high priority in school. As a result, statutory requirements for both areas are fully met. Christian leadership, succession planning and roles and responsibilities are excellently supported through professional development. School leaders appreciate the value of fostering strong relationships with their local and wider community. Links such as those with Ethiopia and Belarus enable pupils to feel part of the global community and they recognise the mutual benefit of these relationships. Parents are welcomed and involved in the life of the school. They hold the school in very high regard and speak positively of the school, the values it promotes and the sense of belonging it provides for their children. The school is developing innovative provision through activities such as family services and workshops in order to extend links with parents, the church and the wider community. However, currently the school is without an incumbent and, despite links being maintained with St Mary's Church, this has resulted in the loss of the highly effective support provided by the previous vicar. Furthermore, school self-evaluation has identified that provision is not yet effectively engaging all members of the school and wider community in fully contributing to school life. All previous development points have been fully addressed. Systems used for monitoring and evaluation are highly effective because they involve all groups in school and focus smartly on the SIAMS evaluation schedule. This provides governors and leaders with an excellent understanding of how well the school performs as a church school. The school's SIAMS committee is able to quickly identify an area for development and act upon it, ensuring impact is quickly seen. For example, following an evaluation by leaders and governors the school rapidly organised high quality staff training to develop a shared understanding of spirituality. From this, opportunities to explore spirituality have been extended through the use of Super Learning Days. The commitment of the leadership of this school places it in an outstanding position to continue to flourish as a church school.