

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

### Harbury Church of England Voluntary Controlled Primary School

Back Lane, Mill Street, Harbury , CV33 9HR

<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Coventry</b>
Previous SIAMS inspection grade	Good
Local authority	Warwickshire
Date of inspection	14 <sup>th</sup> February 2018
Date of last inspection	February 2103
Type of school and unique reference number	Voluntary Controlled 125636
Headteacher	Kate Guymer
Inspector's name and number	Rosemary Privett 321

#### School context

Harbury is a smaller than average primary school serving the village of Harbury and the surrounding area. There have been significant staff changes since the previous SIAMS inspection including a new headteacher, deputy headteacher and RE coordinator. The proportions of disadvantaged pupils and of those with special educational needs and/or disabilities are below the national average. The proportion of pupils who are supported by pupil premium funding is below average. The school has, however, seen a rise in the number of children with additional needs in the last 18 months.

#### The distinctiveness and effectiveness of Harbury as a Church of England school are good .

- All members of the school community own the embedded Christian values. These shape and support the high academic achievement, personal development and wellbeing of all pupils.
- Strong relationships at all levels demonstrate the school's Christian values of love, thankfulness, collaboration and trust, in action.
- Mutually supportive links with the parish and wider community enrich the distinctive Christian character of the school.
- High quality pastoral care within a Christian framework of compassion and forgiveness, supports all pupils to make good progress

#### Areas to improve

- Develop robust systems so that all stakeholders have a deeper understanding of the effectiveness of the school as a church school and can contribute to its on-going development.
- Embed consistency of practice across all acts of worship to increase pupils' awareness of the symbolism associated with the Trinity and the cycle of the church year.
- Develop class reflection areas so that pupils across the whole school who want to, can offer personal prayers and reflections outside the formal worship setting.

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

Harbury is a happy, inclusive and caring school, focused on developing the whole child. The school's core Christian values of love, collaboration, perseverance, thankfulness and trust are owned by the whole school community and underpin its distinctive character. They 'give us insight into how we transmit them through deeds as well as words'. This is seen in the way pupils articulate the impact of the values on their attitudes and behaviour. They say that they, 'help us know how to care for one another'. Due to strong links between the values, religious education (RE) and collective worship some pupils are now beginning to understand the Christian underpinning of these values. The school demonstrates its Christian values in the way it treats the whole school community as a family. This means pupils and staff feel supported, motivated and respected and relationships between all members of the community are very good. Consequently, pupils enjoy coming to school and learn in a safe and secure Christian environment. Attendance is above the national average and exclusions are rare. Nurturing relationships also underpin the support mechanisms for vulnerable pupils. The progress seen in their academic achievement and behaviour is a testimony to the quality of pastoral care and Christ-like compassion given to all. The school is seen as 'going the extra mile'. Christian values of love, trust and forgiveness underpin approaches in the behaviour policy. Pupils are encouraged to take responsibility for their actions, show respect for others and move forward in a sense of forgiveness. This means they learn how to support one another and develop a good understanding of right and wrong. As a result, behaviour is good.

Pupils' moral, social and cultural development is well supported through a rich and creative curriculum. Whole school activity days such as a recent one focusing on friendship, demonstrate the schools' core value of collaboration in action. They strengthen the family ethos and provide a channel through which pupils engage with the values in an interactive way. This helps them to reflect on themselves as individuals in today's world. A Year 6 pupil said, 'I know that my qualities make me unique and special to God!' WOW days at the start of each topic and regular outdoor learning experiences are embedded across the school. They broaden horizons and provide occasions when pupils engage with God's created world. In this way they give good support to pupils' spiritual development. Reflection areas in classrooms facilitate creative thinking and engagement with the school's Christian values. However, their role in supporting the prayer life of pupils is underdeveloped and inconsistent across classes. RE holds an important place in the life of the school. It engages pupils because teaching strategies are creative. They effectively cross some curriculum boundaries, making effective use of art and drama to enrich learning. Through RE focus days pupils regularly engage with key Christian themes. Events such as these enable RE to give effective support to the schools' Christian character. Together with collective worship it makes a positive contribution to pupils' spiritual, moral and cultural development. The RE curriculum is enriched with visits to a variety of places of worship. These develop pupils' awareness and understanding of the diverse world in which they live. Through cross-curricular links between RE and other subjects, pupils are also beginning to develop an understanding of Christianity as a worldwide religion.

### **The impact of collective worship on the school community is good**

The importance of worship in the daily life of the school has been effectively maintained since the last inspection. Staff see it as a way of drawing the school community together. Through leading on a regular basis, they demonstrate their commitment to the worshipping life of the school. Through carefully planned themes pupils reflect on issues in the on-going life of the school as well as in the wider world. In this way it supports their spiritual moral and social development. The programme for worship has been revised since the last inspection. It now focuses on key Christian festivals and a different Christian value each half term. Regular use of biblical material and the teachings of Jesus means that pupils' understanding of the biblical roots of the values and the importance of Jesus to Christians is developing well. Pupils also gain sights into the meaning and Christian messages contained in the hymns and songs they sing, through singing assemblies.

Through worshipping in a variety of age groupings throughout the week, pupils recognise its value and respond positively. Where practice is at its best, pupils demonstrate their understanding of worship by leading it in class contexts. They also reflect on the theme and offer personal prayers. The school attends All Saints' Church for services at key times in the church year such as Easter and Christmas. These occasions develop pupils' understanding of the meaning behind the festivals and their role as leaders of worship.

Pupils appreciate the importance of prayer. This is because they regularly read prayers in whole school worship and achievement assembly. They also write prayers, which are collected in class prayer books. They are familiar with the Lord's Prayer and school prayer because they are used regularly.

Adults and pupils alike enjoy the weekly celebration assembly. This is a time when the whole school community gathers to reward successes and reflects on how the values are being lived out. It is an extension of the school's core purpose, which is focused on learning and growing together. The fortnightly Open the Book assembly, led by a team from the parish, is also popular with all ages. Different groups of pupils take an active part in acting out Bible

stories. In this way they develop their understanding of these stories in a lively and engaging way. Local clergy give good support to the worshipping life of the school. Their visits are welcomed and valued by all.

Pupils sometimes encounter symbolic rituals such as the lighting of a candle to represent Jesus as light of the world. However, the use of these rituals is inconsistent across different acts of worship. Even though there is a focal table with a cloth and a candle, its use is underdeveloped. It does not support pupils' understanding of the symbolism and language associated with The Trinity or the cycle of the church year. Due to this, they struggle to explain their significance in worship.

The coordinator and foundation governors monitor the impact of the worship programme. The coordinator carefully considers the effectiveness of themes and approaches so that they remain relevant. The role of pupils in leading aspects of this process is, however, currently undeveloped.

### **The effectiveness of the leadership and management of the school as a church school is good**

The headteacher and new senior leaders promote a distinctively Christian vision for the school, underpinned by its core Christian values. These shape and support the high academic achievement, personal development and wellbeing of all pupils. Expectations for the best possible education for all pupils within a caring Christian environment are clearly expressed. We, 'use the inspiration of God and the wisdom of Jesus' teaching to help us to invest in the academic, social and spiritual needs of our community.' The school's vision is for everyone, 'to love, learn and grow together'. Since the last inspection the headteacher has effectively led a robust drive for improvement. This is underpinned by its core Christian values of love, collaboration, perseverance and trust. As a result, Harbury now has evidence of good academic achievement as well as the spiritual development and wellbeing of pupils. Attainment at the end of both key stages is now above national expectations. Members of the governing body are also committed to the school's on-going development. Effective and rigorous systems to monitor and evaluate the schools' overall effectiveness have been pivotal in raising standards of attainment. Priorities to ensure the spiritual, moral, social and cultural development of pupils are effectively woven into the annual school learning improvement plan.

Systems to monitor and evaluate the effectiveness of the school as a church school are in place but are less robust. This is because the involvement of pupils and parents is currently underdeveloped. The use of the SIAMS self-evaluation document as a tool to inform what governors see is currently underdeveloped. Through diagnostic days and discussions with coordinators, foundation governors do however gain some insight into the effectiveness of RE and collective worship.

Since the last SIAMS inspection the school has undergone many staffing changes, including new members joining the senior leadership team. The headteacher and governors are committed to developing church school leaders of the future. The headteacher carefully prioritises time for training and supporting these new staff. She also makes effective use of occasions that may arise for their professional development. This is seen in the way that the new RE coordinator has been supported whilst she establishes herself in her new role. Staff have clearly benefitted from time set aside for training on the requirements of the new agreed RE syllabus.

The headteacher and foundation governors give effective support to the leaders of collective worship and RE. This means the high profile of these aspects is maintained and meets statutory requirements.

The school sits at the heart of its community because the headteacher has developed a rich network of relationships. Pupils are actively encouraged to value these relationships and learn from them. A specially planned requiem service is a tangible expression of impact of these partnerships. Pupils and villagers worshipped together to commemorate soldiers from Harbury who lost their lives in World War I. A strong and mutually beneficial partnership exists between All Saints' church and the school. The vicar's involvement on the governing body and his professional partnership with school leaders is instrumental in securing improvements to the school's distinctive character. Regular visits to school from church members, builds strong and mutually beneficial relationships with pupils. Leaders also develop supportive partnerships with parents, other local church schools and the diocese. These enable the school's distinctive character to be shared widely.

SIAMS report February 2018 Harbury CE (VC) Primary School, Harbury, Warwickshire CV33 9HR