

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Andrew's Church of England (VA) Primary school , North Kilworth.

Dag Lane, North Kilworth, Leicestershire. LE17 6HD

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| Current SIAMS inspection grade | Outstanding |
| Diocese | Leicester |
| Previous SIAMS inspection grade | Outstanding |
| Date of academy conversion | September 2016 |
| Name of multi-academy trust | Learn Academy Trust. |
| Date/s of inspection | 18 th November 2016 |
| Date of last inspection | 23 rd February 2012 |
| Type of school and unique reference number | Primary 120196 |
| Headteacher | Heather White. |
| Inspector's name and number | Kathryn Allsopp 836 |

School context

St Andrew's Church of England school is a small village school with 88 pupils and the majority of learners are from a White British background. Half the school population live in the village of North Kilworth, the remainder are from Lutterworth town and the surrounding villages. The head teacher has been in post since 2012. The proportion of pupils receiving pupil premium funding is small at 2.1%. The proportion of pupils with special educational needs is also below national average at 11.6%. The school is a member of the Learn Academies Trust, becoming an academy on 1st September 2016. It has recently formed a partnership with Lubenham VC Primary School and the two schools are currently sharing the headteacher.

The distinctiveness and effectiveness of St Andrew's as a Church of England school are outstanding

- Christian character informed by the school's Christian values of friendship, honesty, kindness, respect, dedication and forgiveness can be seen in all areas of the school's work leading to good outcomes for all.
- Leaders at all levels share a clear vision rooted in Christian values and have an accurate understanding of the school's strengths and areas to improve and as a result the school is developing further.
- Relationships within the whole school community are outstanding, reflecting its strong Christian character.
- The achievement of all children in all core subjects is good as a result of the strong Christian ethos that promotes an understanding and commitment to nurture each unique child.

Areas to improve

- Develop the role of leaders at all levels in sustaining the Christian ethos of the school in light of recent structural changes.
- Use the 'worship team' to enable learners to play a more instrumental role in the planning and delivery of collective worship in order to enhance the provision and impact of worship further on all members of the school community.
- Continue the ambitious work already started to introduce the new Local Syllabus for RE and the 'Understanding Christianity' materials to raise the quality of teaching to outstanding and to improve the outcomes for pupils.

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

The school's strong Christian vision 'with love we serve' is underpinned by Christian values. It is understood and valued by all and attributed to making the school a place where 'everyone is looked after well, nurtured'. Christian values are evident in all aspects of the school's work and all members of the school community describe the significant impact they have upon behaviour, relationships and achievement. Governors report seeing "Christian values in action" and believe that the behaviour of staff and parents is influenced by the children who demonstrate the values. The Christian values of friendship, honesty, kindness, respect, dedication and forgiveness have been chosen by leaders to be relevant to the learners and to 'prepare them for their future lives'. They are said to have 'enhanced' the Christian character of the school and to celebrate 'who we are'. As a result learners are able to describe the way that Christian values affect their decisions at school. During the inspection pupils described the importance of forgiveness citing the example of Jesus forgiving the people responsible for his death and the father who welcomed back his 'Lost Son'. They explained 'it is important to forgive but not always easy'. They are also able to nominate each other for awards for demonstrating Christian values and write to their headteacher explaining why someone should be rewarded. Behaviour is outstanding and children treat each other with respect and care. Attendance is good and leaders report 'children love coming to school'. Learners also benefit from a high level of individual care, close monitoring and rewards that support their good attendance. This is a school where each child is known and their needs well met. As a result the attainment and progress of all learners is good when compared to the national picture. Parents value the 'family' atmosphere and feel that their children 'are being taught to be nice people'. Learners are confident and enthusiastic learners who are able to express their feelings and views. A good example of this is the 'wall of gratitude' where pupils add messages of thank you for the things they value; 'my amazing family', 'God', 'stars', 'friends', 'school' 'sweets'. Pupils benefit from a rich curriculum with many enrichment activities. Vibrant displays around the school and reflection corners in the classrooms celebrate their achievement and support their development; they also promote the Christian character of the school. This together with collective worship and RE contribute to the spiritual development of all learners and they are able to describe their feelings and ideas clearly. Learners enjoy RE and standards are good. They are able to describe the church year and stories from the Bible. They demonstrate cultural awareness and state 'it is important to respect different religions'.

The impact of collective worship on the school community is outstanding

All members of the school community attend collective worship regularly. Worship is said to provide a 'calm and peaceful atmosphere' providing all with 'an opportunity to reflect and participate'. Leaders describe clearly the importance of worship as a way of building relationships across the whole community. Worship helps 'parents understand the Christian ethos and are better able to support it' and also engages the people living in the village. A fine example of this is the recent memorial service at the village cenotaph attended by pupils, staff, parents and members of the village. All members of staff and local clergy lead worship. Worship is Christian in nature; it is planned by senior leaders and the vicar, using the Diocesan Board of Education's themes, Christian values and special events from the Christian calendar. This makes it extremely relevant to learners personally and learners say it teaches them 'to reflect on everyday life'. For example a recent visit from a Nepalese soldier moved the children and prompted them to put into practise their Christian values by raising money for those affected by the earthquake in Nepal. Learners enjoy worship, they are keen to contribute, listen with respect and answer questions in an open and thoughtful manner. In the worship observed learners also showed care for one another and pride in each other's achievements. The newly formed worship group prepare the hall for worship and are beginning to take responsibility for the planning and delivery of worship. They have a clear set of aims and are working with the support of the worship co-ordinator and the vicar to complete them. Relationships in the school are excellent and all members of the community attribute this to the school's Christian values and to collective worship. Learners recognise the importance of prayer in their lives describing it as a way 'to speak to God', say 'thank you' or 'to pray for others'. They also describe how prayer can be used at special times such as baptism or weddings. During worship, prayers are said including the Grace, the Lord's Prayer, the school prayer and a prayer relevant to the theme. Children also write their own prayers and they explain that prayers can be said anywhere including the reflection areas and prayer hut. They also know that they can ask an adult to say a prayer for them and many do so. They can describe the life of Jesus and understand his importance to Christians because 'he taught us how to live our lives'. They understand the term Trinity and explain 'God's the Father', 'the Son' and 'Holy Spirit', 'it's three versions of one person'. Children have regular opportunities to worship in the church during the school year. Monitoring and evaluation of worship is rigorous and involves all stakeholders. Governors attend worship regularly and the foundation governors consider the findings of monitoring. Findings have led to the writing of the school prayer and to reflection areas around the school.

The effectiveness of the religious education is good

Religious Education is given a high profile within the school and is led by an experienced teacher. Achievement is in line with national expectations or above. RE is based upon the new Leicestershire agreed syllabus. The RE co-ordinator is currently trialling the new 'Understanding Christianity' materials ready to implement it fully across the school later in the year. Leaders believe that this will strengthen teacher's subject knowledge of Christianity further. Learners enjoy RE, which they say they find interesting. They benefit from teaching, which is rigorously monitored and shown to be consistently good with some outstanding features. The school is working to develop this further to ensure the majority of teaching is outstanding. Teachers' subject knowledge is secure and lessons are well planned. Assessment is embedded within the school and is used effectively to track pupils' progress and to meet their needs. Lessons are interactive and include drama, stories, music, enquiry and writing. As a result children engage fully in their lessons. They are achieving a good understanding of Christianity and the other major world religions. They have visited different places of worship and this is something the school would like to develop further to increase pupils' understanding. They describe the Bible as helping them 'to grow into a good adult' and helping them 'think more about God and not take him for granted'. The RE co-ordinator is well supported by the local vicar and foundation governors. She has attended high quality training led by the Diocesan Board of Education and is clear about future development points in light of local and national policy. She has begun to cascade this to all teachers and as a result the school is beginning to introduce the new local syllabus with good outcomes for pupils e.g. following work about pilgrimage pupils described Christian pilgrimage as 'traveling somewhere that is special to their faith' and were able to describe their own special places including the church. Senior leaders and foundation governors monitor the subject on a regular basis using a range of strategies. As a result, they have a robust understanding of the strengths and areas to improve.

The effectiveness of the leadership and management of the school as outstanding

The headteacher who was appointed in 2012 has a strong Christian vision, based upon Christian values and biblical teaching and all staff and governors share this vision. She clearly describes the school's commitment to 'prepare every child for the rest of their lives' by providing them with an understanding of 'Christian values as a foundation'. As a result the Christian vision underpins all aspects of the work of the school and all learners make good progress from their starting points. The school provides excellent opportunities to promote the wellbeing of individuals. Learners enjoy school and their parents 'trust' the school, describing it as 'an inclusive school' where each child is known 'individually'. Parents state 'the school goes above and beyond' and their children are well cared for and nurtured. The head teacher provides strong leadership and has evaluated the school's Christian distinctiveness accurately with staff and governors. She ensures that all staff are good teachers committed to the development of each child in its widest sense. All stakeholders are involved in evaluating the work of the school. Governors have a clear idea of the impact of the Christian character on the personal development of learners but they do not confidently link it to standards of achievement. Collective worship and RE have high status in school, and meet statutory requirements. Both are well led and managed and provision is relevant to the learners. The co-ordinator is well supported in her role by senior leaders, the vicar and the foundation governors. The local incumbent plays an active part in school life, leading and planning worship, contributing to RE lessons and as a governor. She also provides lessons on Christianity for older pupils. All members of the school community know her well and feel confident to ask her for support. The school is justifiably proud of its good relationships with the church and the wider community and parents value this. Church, school and community links are very strong, with the school having a dedicated space within the church to display its work. Parents worship alongside their children on a regular basis and acknowledge the work of Reverend Emma, 'she's fab'. This relationship is mutually beneficial with plans to increase joint activities and to continue joint charitable work. A good example of this is the visit of a trainee incumbent who witnessed first hand the impact of the combined ministry of the school and church as part of her training. Leaders are committed to the school's Christian distinctiveness for the future. Since the last inspection the school has joined the Learn Academies Trust. This decision was carefully considered to ensure that the Christian character would be protected and provision enhanced further. More recently the headteacher has taken responsibility for Lubenham school, a small school within the trust as interim headteacher. Governors recognise the many opportunities this offers and their Christian responsibility as members of the Trust to both 'give and receive'. However, they also recognise the importance of developing leaders at all levels in light of this change. Leaders are excited by the many opportunities membership of the Trust offers recognising that this partnership, based upon 'a strong sense of koinonia' (Christian community) will enhance provision.