

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Husbands Bosworth Church of England Primary School			
Address	School Lane, Husbands Bosworth, Leicestershire LE17 6JU		
Date of inspection	12 March 2019	Status of school	Learn-AT Multi Academy Trust, inspected as voluntary controlled
Diocese	Leicester	URN	143252

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good

School context

Husbands Bosworth is a primary school with 86 pupils on roll. The school has low levels of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The school became a founding member of the Learn Academies Trust (Learn-AT) in September 2016 when the current headteacher took up post. The school operates on a split site.

The school's Christian vision

'Learning together to achieve our dreams'. Our vision is based on the importance of community, fellowship and the flourishing of all (John 10:10). We want our pupils to be knowledgeable, well rounded and confident children who are aware of and make a positive contribution to their community – 'love your neighbour' (Matthew 22:39).

Key findings

- The school's Christian vision, rooted in theology, is relevant to the context of the school and its community. It promotes fellowship and leads to mutually supportive relationships across the whole school community.
- Leaders consistently use the school's Christian vision to inform their decision making. This ensures that provision effectively meets the needs of all pupils and supports their academic achievement and wellbeing. However, this is not always reflected in school policies.
- Partnership work across the school community has a positive impact on staff development, enriches learning opportunities for pupils and supports the school's Christian vision of flourishing through learning.
- Collective worship plays a central role in ensuring pupils flourish because they draw on biblical teaching in their own lives. However, too little use is made of pupils' feedback to inform improvements.
- Pupils enjoy and recognise the importance of religious education (RE) in their lives and as a result, they value how it helps them to understand and respect different views and ideas.

Areas for development

- Ensure that the school's Christian vision, with its biblical roots, is clearly reflected in all school policies, documents and on the school website in order to make this sustainable and explicit to all.
- Continue to promote how the school's Christian vision is enabling pupils to flourish so that the whole school community understand the impact of the school's work as a church school.
- Further develop systems for monitoring and evaluating collective worship so that leaders can measure the impact of worship and use the views of pupils to inform development work and improve practice.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Over the last three years the school has undergone a period of change with new leadership and membership of the Learn Academies Trust (Learn-AT). This has prompted leaders to review the school's vision and purpose. Thus, leaders and governors have established a Christian vision which reflects the context of their small school, its place at the centre of the community, and their desire to work with others. Consequently, leaders talk about how the biblical roots of the school's Christian vision, rooted in John 10:10 and Matthew 22:39, promote the value of partnerships and learning together in order to flourish. It is a vision that connects with the Christian vision of Learn-AT. It creates an ethos 'to nurture the wellbeing of every child, to allow each child to love learning and to be able to enjoy life in its fullness'. Leaders articulate how this informs development work and decision making. They describe how the fellowship of shared professional development across the trust leads to improvements in teaching and learning, enriches the curriculum and develops staff as Church school leaders. As a result, initiatives are meeting the needs of all pupils. For instance, the introduction of 'knowledge organisers' is deepening pupils' acquisition of knowledge. It is clear that bold decisions in line with the school's vision, such as employing an emotional literacy support assistant (ELSA), are made to support the academic, spiritual and wellbeing of all pupils, including the most vulnerable. As a result, provision allows all pupils to flourish and value learning and the school consistently achieves standards of attainment and progress in line with national trends.

Governors have ensured that recommendations from the previous inspection have been met. They regularly review and monitor the effectiveness of the school as a church school and allocate time at full governing body meetings to focus on a specific aspect of the school's Christian vision. However, although the vision shapes the work of the school, this is not mirrored or written into policies and documents.

Pupils are encouraged to live out the school's Christian vision through the associated Christian values and the school's '3 R's', to be 'Ready, Responsible, Respectful'. A weekly news email to parents publicises how pupils demonstrate the impact of this and how pupils make positive choices in their daily lives. Consequently, parents understand the importance of the school's Christian vision and can illustrate how pupils show responsibility and compassion to one another. Parents readily provide examples of how pupils 'love thy neighbour' through their support for local community events, such as soup and carols for the village at Christmas, as well as other charitable and ethical actions. The school's relationship with parents is mutually supportive as exemplified by the action of the Friends of Bosworth parent group to help provide British Sign Language lessons within the curriculum. This supports pupils' ability to understand disability, diversity and difference. However, opportunities to explicitly promote the school as a church school to the wider community are underdeveloped.

Collective worship is planned around the Christian values of the school, diocesan themes and major faith festivals. It is seen as a valued time, an opportunity to reflect, and as one pupil commented, 'the one lesson of the day that we all share together'. Worship is supported and enriched by partnership work with the incumbent of All Saints' Church, the Open the Book Team, the Methodist Church and the National Young Life Trust Campaign. It enables pupils and adults to grow spiritually and helps them to develop an appreciation of different Christian worship traditions. It results in pupils having a wide knowledge of Bible stories and an understanding of the Christian belief in the trinitarian nature of God and the Eucharist. As a consequence, pupils talk about how biblical teachings impact and shape their own lives. This was exemplified by one pupil who explained how the story of Zacchaeus helped him to understand that 'money is not everything'.

Pupils value opportunities to say and write their own prayers. Special events, such as Prayer Spaces organised by members of the church community, give pupils the opportunity to express their concerns for the wider world. However, pupils have too few opportunities for personal prayer and reflection. Pupils participate in and lead worship, helping to plan services in church, choosing the music and leading the Open the Book rap. A pupil worship group has received training to understand the different elements of worship and they have begun to independently lead their own collective worship. However, although monitoring of collective worship takes place, it does not measure the impact of worship on pupils or give a voice for pupils to express their views about how they would like the school to improve.

Religious education (RE) is given a high priority in the school and the implementation of *Understanding Christianity* is deepening pupils' knowledge of Christianity. Books and lessons observed reflect the confidence that pupils have to ask 'big questions' in the curriculum and engage with religious texts and ideas. Pupils are unanimous in their enjoyment of RE. They explain how they like learning about different religions and beliefs and how this helps them develop respect and the ability to work with everyone. They feel safe to articulate their own views and feel accepted even when their views are different to those of others. This is in line with the school's vision to 'love your neighbour' and expresses the understanding that we flourish through working together. Consequently, pupils behave well and relationships between all members of the school community are respectful and supportive.

The headteacher participates in diocesan training and leads an RE and humanities network group, established by Learn-AT, to share good practice and engage in professional development. This enables the school to keep up to date with current thinking. As a result, the school has a clear RE curriculum plan and assessment system that measures attainment and progress and informs planning.

This is a school with a clear ethos of 'learning together' and a desire to find ways to 'be the best that they can be'. As a result, staff and pupils are well-supported. The school's Christian vision and values encourage everybody to work together and this fellowship is enabling the school to grow and pupils and adults to flourish. The school is therefore well placed to continue to develop as a church school.

Headteacher	Alan Eathorne
Inspector's name and number	Carol Price 869