



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Harby Church of England Primary School

School Lane
Harby
LE14 4BZ

Previous SIAMS grade: Outstanding

Current inspection grade: Good

Diocese: Leicester

Local authority: Leicestershire

Dates of inspection: 7 May 2015

Date of last inspection: 22 March 2010

School's unique reference number: 120132

Headteacher: Bridget Bye

Inspector's name and number: Marian Driver no. 116

School context

Harby is a small village school with 84 children. Children attend from the village and 35% of pupils are from out of catchment. The proportions of pupils with special educational needs and for whom the school receives extra funding are lower than most school nationally. The majority of the children are White British. The headteacher has been in post since Easter 2014. The local parish church currently is without a vicar.

The distinctiveness and effectiveness of Harby as a Church of England school are good

- The strong leadership of the Headteacher drives the Christian vision.
- The teaching of Christian values promotes good spiritual, moral, social and cultural understanding.
- The sensitive ethos of Christian care ensures the wellbeing of all pupils.
- Parents and the community are involved in events and give good support.

Areas to improve

- Celebrate the distinctive Christian ethos making this more explicit on the school website and in all documentation.
- Governors to monitor and evaluate the impact of the values curriculum.
- Provide release time and leadership training for the Religious Education (RE) collective worship (CW) co-ordinator in order to develop the role.

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

The school has a strong Christian ethos. Christian values of koinonia, compassion, peace, friendship, endurance and thankfulness, chosen by pupils, drive the new mission statement, 'Expanding horizons, exploring potential and embracing faith'. At Harby, academic standards are high; often above national standards and progress is good in this successful school. All groups of pupils are well supported and make good progress in learning. The care and guidance given to pupils is excellent because staff know pupils very well. Staff establish positive and sensitive relationships with pupils which enable them to flourish. Pupils have a good knowledge of Christian values and can describe what difference these values make to their lives. Pupils shared the meaning of 'koinonia' with parents and also told others how they are showing endurance when persevering with a chosen task. Pupils show good attitudes to learning as a result of their values. Pupils benefit from an exciting creative curriculum and many extra-curricular activities provided by school staff. Religious education is taught in a practical meaningful way. The after school Bible Art Club and cross curricular theme days have enriched the curriculum. The school is the hub of the 'Belvoir Challenge' run, attracting both local and wider community. Funds raised each year are plentiful. This then, enables the school throughout the year to focus their fundraising to help others. Pupils want others, 'to have what we have'. The secondment of a teaching assistant to Uganda and the contacts made, have resulted in financial and practical support for street children and led to a greater understanding of the needs of others. The link and visits programme with a large school in Leicester has brought about a greater understanding of diversity. Spiritual, moral, social and cultural understanding makes a strong contribution to the distinctive Christian character of the school but is not reflected on the school website and in all documentation.

The impact of collective worship on the school community is good

Collective worship, based on the diocesan themes is an important part of each school day. All acts of worship are whole school, reflecting the family nature of the school by bringing everyone together. A group of pupils take responsibility for planning the worship songs and resourcing their own and other prayers. They work with the co-ordinator to plan and consider themes of focus and have responded with thought and maturity. This addresses the development point from the previous inspection. Direct teaching and reference to Christian values within worship is strengthened by pupils' sharing of experiences. Pupils explain the values well, showing both relevance and application and a deep knowledge of Bible stories. Pupils are beginning to understand the meaning of the Trinity in Christianity and can say what it means to them. Pupil interviews show an appreciation of collective worship, knowledge of Christian values and have led to greater pupil involvement. Prayer is an important part of their spiritual development and the use of prayer trees and worship areas in all classrooms, offer an opportunity for reflection, thought and prayer. A peace garden provides a quiet space for personal prayer and a place of remembrance for some family members. Pupils respect the privacy of others when using this space showing that they understand the meaning of 'compassion'. Pupils show mindfulness of others and inclusion of all. Links with the parish church and local churches are strong, providing a network of visitors and support during the interregnum. Parents recognise the increasingly distinctive Christian ethos of the school and enthusiastically support services in the church led by the pupils. Feedback from all stakeholders has not been gathered in order to evaluate progress in pupils' involvement.

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

The headteacher has consulted and developed Christian values with pupils, staff, governors and parents using the new mission statement which now include faith. Links with the Diocese and RE consultant have resulted in a training programme for staff with development points. Staff feel valued and very much involved, recognising the benefits of the values curriculum. The

vision and spiritual leadership of the headteacher, during the interregnum, is well supported by the lay minister who regularly takes worship in school, explains the doctrines of the church of England through artefacts and church visits, and provides a listening ear. Governors recognise the impact of cultural visits and the developing 'world view' of the pupils through their link schools and the sharing and discussion of values. Governors make a significant contribution to the life of the school. Through their visits, meetings and support they ensure that Christian values permeate daily life and that the Christian character is maintained. However, formal monitoring of the developments and the impact of the values has yet to be developed. Parents identify successful changes made by the new leadership. They feel more involved and are better informed. Parents speak very highly of the pastoral support and the sensitivity of the strong relationships in school. This has led to providing powerful support to some families who have faced and are still coming to terms with personal difficulties. Members of the school council influence matters that concern them. Recently they designed signs for the playground to improve the behaviour. The new RE co-ordinator is successfully leading a Bible art club after school. As a result, creative, spiritual art work enriches the school environment. From the last inspection, the headteacher has successfully led the spiritual development for staff and governors through the Christian values curriculum and given pupils a more active role in planning and leading worship. RE and CW meet the statutory requirements.

SIAMS report

7 May 2015

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