

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

<b>Haresfield Church of England Primary School</b>			
Address	Haresfield, Stonehouse, Gloucestershire, GL10 3EF		
Date of inspection	13/2/2020	Status of school	Voluntary controlled primary
Diocese	<b>Gloucester</b>	URN	115626

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

### School context

Haresfield is a primary school with 103 pupils on roll. The majority of pupils are of White British heritage. 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 in line with national averages.

### The school's Christian vision

#### Trusting in God, together we live, learn and grow.

At Haresfield Church of England Primary School we want everyone to know that they are unique, special and worthy in the sight of God and to 'Aim High'. To be the very best they can be.

### Key findings

- The newly developed vision is clearly understood by all leaders to be rooted in biblical teaching. It has inspired a curriculum that is changing the hearts and minds of pupils so that they are better prepared for their future lives.
- The strong leadership of the headteacher ensures that this is a school family which nurtures and cares for everyone every day. Staff know pupils extremely well and go 'above and beyond' to make sure every child 'aims high', to be the best they can be.
- Pupils have a powerful understanding of how they are unique, special and worthy, through the concept of 'golden glue'. It is helping them to explore their own spirituality through a strong visual image and a common language.
- Collective worship is a highly valued part of school life. The worship team confidently leads worship that is thought-provoking and centred on the school's Christian values.
- Strong guidance by the religious education (RE) lead is supporting staff as they take on the challenges of new materials. These are being used effectively so that pupils have a good understanding of different religions and pupils understand the need to treat everyone with dignity and respect. This is exemplified in the school's golden rule to 'treat others as you would like to be treated'.

### Areas for development

- Embed the vision and values in every aspect of school life so that all stakeholders understand how they are rooted in biblical teaching.
- Further develop the school's work on spirituality so that pupils have progressively deeper experiences across the curriculum as they grow through the school.
- Develop governor monitoring of the school's distinctiveness and effectiveness as a Church school so that the vision and values explicitly inform school improvement.

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**

Haresfield is a place that is confident in its role as a church school. This is because the school consulted widely amongst stakeholders and the wider community when it looked again at its vision. Leaders were inspired by verses in Jeremiah, which describe how a tree planted by water has no need to fear the future. Pupils and parents understand the role of the vision in the life of the school but are not aware of its biblical roots. Policies refer to the vision but do not always explicitly explain how the vision is driving the practice. Pupils behave very well because forgiveness and a fresh start are at the heart of the school's behaviour policy. The vision and golden rule to 'treat others as you would like to be treated' strongly underpin the school's central value of respect. Governors visit school regularly and look for evidence of how the vision and values are exemplified in school life. This has a limited impact on improvements in practice. This is because they do not directly link these visits to the school improvement plan or the school's effectiveness as a Church school.

Haresfield has created a Christian vision that is inspiring its work in many areas. Flowing from this vision is a new curriculum, centred around ensuring every pupil gains an understanding of their place in the world. Texts have been chosen that not only inspire teaching across the curriculum but also reflect the wide diversity of peoples across the world. The ethical elements presented in these texts are encouraging pupils to consider poverty and injustice. A central element of this is an expectation that pupils will begin to take steps to challenge inequality where they see it. The school council decided that they would dispense with all plastic charity paraphernalia, such as red noses. Instead they would work as a school to support their local food bank in more imaginative ways. Pupils speak movingly as they describe how they know life isn't fair for some children in their own community. They talk about those who do not have enough to eat or toys to play with. As a result, they collected a mountain of treats and toys for local families at Christmas.

The theme of 'family' runs throughout all the interactions within school. All pupils achieve well in their academic, social and emotional development. This is because the headteacher and her staff work consistently to support all pupils, whatever their starting point. Attendance is good, because families know that pupils are seen as unique, worthy and special. The school is rightly proud of how it embraces those that struggle and helps them to be proud of their own achievements. Pupils develop resilience and aspiration through the Christian vision to 'aim high' and to give of their best. This attitude is supported by Haresfield's twelve Christian values. They are understood by all to be rooted in the life and teachings of Jesus. The school has many imaginative ways to support pupils and families who are struggling. Pupils appreciate the time of the special needs leader through initiatives such as 'Zippy' time and 'Talking Stories'. Pupils understand that it is important to make mistakes in order to learn and that a fresh start is always possible. This is because the school has pupils' mental health and wellbeing at the heart of its vision and work. Staff too feel supported because they know each other well and care deeply about their common goals.

The school has developed a common and powerful language around spiritual growth, based on the concept of Kintsugi pottery. They have a beautiful broken pot, mended using golden glue. From this, pupils speak of how 'when they are sad, God gives them golden glue to help them mend'. 'When something horrid has happened, you are never the same again. God gives you golden glue so that even the broken bits are beautiful', explained a pupil in Year 6. They also see good things happening as times when God spreads the golden glue around. Recently introduced, this concept is inspiring staff to consider other ways that they can support pupils' spiritual journey. They have not yet considered how pupils can explore increasingly deeper spiritual experiences as they move through the school.

Haresfield's worship team are enthusiastic and able. They have a clear understanding of the central elements of worship and are confident to plan and lead these times on a regular basis. Themes allow pupils to reflect on how the values are exemplified by the life and teachings of Jesus and people in the Bible. The welcoming words and coloured cloths help pupils to understand the Anglican traditions of the school. Pupils have a good understanding of God as Father, Son and Holy Spirit. Haresfield has a very positive relationship with the local church and this is seen as crucial within the community. Monitoring of collective worship by all stakeholders has ensured that

these times are inclusive and invitational. Prayer plays an important role in the life of the school. The prayer corner, supplied with kneelers from the church, is a popular place to spend a quiet moment. Pupils are confident in prayer, encouraged by staff to write their own prayers or pray extemporaneously. A partnership with another local church school has seen pupils leading worship in each other's schools. This has benefitted both communities as they learn more about the diversity and beauty of this part of the world and the wider global family.

The RE lead has a clear understanding of the place of RE within the school's new curriculum and how it supports pupils' understanding of diversity and difference. She is encouraging staff to 'aim high' in their expectations of pupils and this is reflected in the quality of debate and questioning. Pupils have a good understanding of a wide range of religions and are beginning to make links between common themes, such as prayer. This is because well-thought out visits to different places of worship make learning real for pupils. Pupils readily understand Christianity as a diverse worldwide religion. Assessment systems are beginning to inform planning. Moderation of RE work with other schools is ensuring Haresfield is providing a high-quality religious education for all pupils.

Haresfield is a school which is revitalised by the implementation of its new vision so that pupils and adults flourish to the benefit of all. This is because leaders are building on the many strengths of the school and its strong sense of family.

Headteacher	Rachel Bacon
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