

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Ullesthorpe Church of England Primary School			
Address	Ashby Road, Ullesthorpe, Lutterworth, Leicestershire, LE17 5DN		
Date of inspection	11 December 2019	Status of school	Academy inspected as voluntary controlled Inspiring Primaries Academy Trust
Diocese	Leicester	URN	144114

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 Judgement	The impact of collective worship	Grade	Good

School context

Ullesthorpe Church of England Primary School is a primary school with 103 pupils on roll. The majority of pupils are of White British heritage. There are also a significant number of pupils from the Gypsy, Roma and Traveler (GRT) community. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The school is part of a hub of three schools within the Inspiring Primaries Academy Trust (IPAT).

The school's Christian vision

In the same way, you should be a light for other people. Live so they will see the good things you do. Live so that they will praise your Father in heaven.' (Matthew 5: 16 International Children's Bible)

Mission statement: Learn together, grow together, shine forever.

Key findings

- The school lives out its Biblically based Christian vision through its inclusive and welcoming ethos and the provision of a curriculum which enables all pupils to succeed.
- Pupils' knowledge and understanding of Christianity and world faiths is very good.
- Relationships with the church and wider community are a strength. Partnerships with other schools in the hub and trust have supported rapid school improvement driven by the Biblical vision.
- The new Biblical vision is not well known to all and is not embedded into all levels of school life.
- Opportunities for personal prayer and reflection are not always included in collective worship so its impact on the spiritual life of the school is limited.

Areas for development

- Ensure that systems are in place which enable leaders, including governors, to effectively monitor the implementation of the vision so that is known and understood by all, and fully integrated into the life of the school.
- Develop collective worship so that it enhances and supports spiritual development.

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

The Biblically based vision was introduced in January 2019, following consultation with stakeholders. The visioning process was seen as a priority by the new headteacher, in order to set the strategic direction of the school. The new vision was chosen to best reflect and celebrate what the school stands for in the community. Leaders wish it to be seen as a beacon of light which provides hope and aspiration. One parent said the school 'helps {people} see a way forward when they can't see one'. The decision to join IPAT was taken to sustain the school's Christian distinctiveness. Working with the two schools in the hub and others from the trust who all share the trust's collective Christian vision, the school now benefits from greater opportunities to share and collaborate. School leaders are unequivocal in their view that for pupils to thrive, adults must also be enabled to do so. Staff are nurtured to fulfil their potential. They know that their roles are important and that opportunities are provided for them within the trust to develop their skills further. The executive head and head of school model high expectations and work effectively to promote the school's Christian distinctiveness. They are supported by the trust lead who guides the vision. As a result, adults and children live well together and flourish.

Pupils have worked on understanding the mission statement. They know the values which underpin it well and can relate them to their lives. Pupils are less clear about how the values relate to the Biblically based vision. Some policies closely reference the vision. The behaviour policy, for example, has forgiveness at its heart and advocates a restorative approach which pupils use to resolve disputes. This is not consistent, however, and the vision is not yet embedded into all aspects of school life.

The Christian vision is lived out through the school's inclusive ethos. All are welcomed. The curriculum is designed to enable all pupils to shine, including those with complex needs. It is rich and broad, including trips and visits to help pupils 'see the wider world'. Creative solutions to difficulties with learning and other problems have had a transformational impact on the lives of individual pupils and their families. Pupils' mental health and wellbeing is given high priority. Strategic and financial decisions have been made at trust and school level to ensure that pupils receive timely and appropriate resources to help them overcome barriers and succeed. School priorities are targeted alongside the needs of the community. Sensitive issues are treated with dignity and respect, using the principles of the document *Valuing All God's Children*. *

Collective worship is seen as an important time for the school to gather to hear the same message. It is invitational and inclusive. Pupils relate the lighting of candles at the beginning to the Trinity and to their own school's mission statement. Themes based on the values are linked to the teachings of Jesus. Pupils who are not Christians are comfortable in attending and appreciate the opportunity to think and reflect. Pupils enjoy the variety of worship styles offered by staff, clergy and leaders of other Christian denominations. They particularly look forward to visits from the 'Open the Book' team. In line with the vision for all to 'shine', those leading collective worship receive training so that all acts of worship can be of a consistent quality. Although there are opportunities to pray, collective worship does not always provide opportunities for personal reflection and prayer and so does not always impact the spiritual life of adults and pupils. Pupils involvement in collective worship is developing as a result of their request to take a greater lead. Collective worship is evaluated after every session, but this has yet to have full impact. Special events such as the Christmas concert and nativity play are carefully planned to reflect and promote the vision.

Religious education (RE) is well led and managed. Regular monitoring and assessment by leaders ensures that high standards are sustained. The curriculum is planned so that activities are accessible to all pupils. Because they enjoy learning about Christianity and world religions through art, music and drama, their knowledge and skills are good. Big questions are discussed in RE. Pupils can confidently give a view on theological questions such as 'Can science and religion exist together?'. Diversity and difference are celebrated. A link with a school in Birmingham has had a significant impact on pupils' understanding of Islam. Through corresponding with pupils, and visits to the school, they have learned to respect the views of others in an authentic way. When pupils from Birmingham visit their school, Ullesthorpe pupils take great pride in showing them around the church and explaining to them the principles of Christianity. Visits also take place to different places of worship which are relevant to the school's local context, to the Jain temple in Leicester, for example.

Governors are active, committed and supportive of the school. They understand that under the IPAT scheme of delegation, Christian distinctiveness is part of their responsibilities. They have undertaken some monitoring activities in RE and collective worship but these have not been systematic, and so improvements have been limited.

Service to each other and the wider community is seen as key in the fulfilment of the school's vision to 'live to do good things'. One pupil said it was part of their 'job to help others shine more brightly'. The school council takes a lead on raising money for charities. They are courageous advocates in wanting to improve the lives of others and letting them know that 'There are people who care.' They challenge climate change because it is 'disrespectful of God's creation'. The school is deeply involved in the life of the village, inviting all to attend events at the school. School staff also support local occasions such as the Traveller Tea, which promotes cultural understanding of the gypsy, roma and traveller community (GRT). Despite there being no clergy currently in post, relationships with the church remain strong and are of mutual benefit. The school is also well supported by the Congregational minister.

*The Church of England Education Office, *Valuing All God's Children*, guidance updated 2019

Trust lead	Maria Sandford
Executive principal	Emma Prokipczuk
Head of school	Deb Tithecott
Inspector's name and number	Rachel Beeson 952