

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

East Harptree Church of England Primary School			
Address	Church Lane, East Harptree, Bristol. BS40 6BD		
Date of inspection	06 June 2019	Status of school	Academy inspected as VC
Diocese	Bath and Wells	URN	146787

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

East Harptree is a primary school with 78 pupils on roll. The majority of pupils are of White British heritage and there are no pupils who 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 part of the Lighthouse Multi-Academy Trust in January 2019. The school has very close links with Ubley school with whom they share their headteacher.

The school's Christian vision

Our vision is 'Dream, Believe, Achieve, Together' in order to celebrate 'Life in all its Fullness.'
This is based upon John 10 verse 10.

Key findings

- The vision is influential in shaping the strategic direction of the school and its everyday life. Pupils have a good understanding of the vision and make links to their learning, raising their aspirations.
- Partnerships particularly the MAT, Ubley school and the church, make a significant contribution to the school's development. However, monitoring and evaluation by governors can sometimes lack rigour and does not always cover all aspects of being a church school.
- The distinctive Christian vision nurtures a high degree of respect and dignity within the community. Pupils recognise everyone as being special, creating rich deep relationships. At present pupils' understanding of inequality, disadvantage and injustice is not fully developed.
- Collective worship is seen as an important time of the day, challenging and informing pupils' thinking and actions. Pupils are taking increased ownership in worship, planning, leading and evaluating, making thoughtful improvements.

Areas for development

- Review the curriculum in the light of the vision ensuring progressive experiences are identified in planning which deepen pupils' understanding of global communities, disadvantage, injustice and inequality.
- Ensure that monitoring and evaluation of being a church school is rigorously undertaken and involves all members of the community.
- Identify opportunities for spiritual development in all subject areas which are recorded in planning which allows pupils to deepen their understanding.

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 vision gives clear direction to the school's strategic development and everyday life. Leaders recognised that some pupils lacked ambition to fulfil their potential, which prompted the new vision. The leadership team have brought renewed rigour and enthusiasm to being a church school. Leaders articulate a sound understanding of biblical principles underpinning the vision. They talk about everyone being special, made in the image of God. Leaders articulate that all have God given talents which are developed and shared. Pupils have a good understanding of the vision. Each class interprets the four parts of the vision and what this looks like in school, using child friendly language. 'Vision awards' are prestigious. Reasons for the award are shared, so all understand how the vision is relevant in different contexts. Strong partnerships are established. Governors' research identified the Lighthouse Trust as the MAT to join as they considered it would enhance their Christian distinctiveness. This partnership has brought greater focus to teaching and learning and new systems to strengthen school improvement. Well-focused training and specialist advisers have effectively supported pupils. The joint work with Ubley School has led to good practice being shared. Relationships with the church remain strong, with members leading Open the Book worship. Leaders make astute ongoing evaluations leading to significant improvements. Governors are enthusiastic, heavily involved in the school joining the MAT. However, their observations are not always well-focused nor have they covered all aspects of being a church school. Staff feel valued and supported to flourish taking on additional responsibilities. They work well together and share the importance of the vision. Staff recognise their role as living out the vision and modelling Christian values. All targets from the previous inspection have been addressed.

An influential culture of aspiration is growing, challenging pupils to aim high. The vision is central to encouraging pupils to 'dream' about what they can achieve and believe in themselves. Pupils have a deepening understanding of how to learn well and the importance of resilience. Staff and pupils use the language of perseverance and overcoming challenges daily. Pupils make links between learning and having life in its fullness. Staff have high expectations of pupils ensuring they are individually challenged. New curriculum experiences, such as learning musical instruments, develop pupils' talents and positive attitudes to learning. By the end of Key Stage 2 attainment is generally in-line with national averages and is rising. More able pupils are achieving the higher standards. Attainment at the end of Key Stage 1 is at least good. Vulnerable pupils generally make sound progress and are effectively supported. Leaders have developed a creative curriculum to engage pupils. However, the curriculum has not been fully reviewed in the light of the vision. There are opportunities to explore disadvantage, global communities and inequality, but these are often of insufficient depth, nor are experiences progressive. More opportunities for reflection are now in place with an agreed understanding of spirituality, following astute evaluations by leaders. Big questions in religious education (RE) encourage discussions which pupils find valuable, their reflections show a growing depth of thinking. At present opportunities for spirituality are not identified in planning, nor do they build upon one another and deepen pupils' understanding.

Pupils, staff and parents recognise the school as a caring family. The importance of working together stands out in the vision. Pupils readily talk about everyone being special and this is reflected in the way they treat one another with dignity and respect. It stands out in the way pupils of all ages work and play together, and the rich nurture buddies give to younger peers. This goes beyond just being part of a small school, with pupils attributing their good behaviour to the vision and values. Pupils show empathy for others and tolerance. They understand the importance of forgiveness and minor behaviour issues are seen as learning opportunities.

Pupils are confident to talk about examples of difference and diversity. The pupils' worship team lead some celebrations on other world faiths. Pupils have opportunities to learn Korean and explore its culture. Opportunities to be advocates for change are growing. Older pupils raised concerns about the use of palm oil, others led an odd socks day, enhancing pupils' awareness of Downs Syndrome. There are positive strategies supporting pupils' mental health with specific lessons, mindfulness and increased reflection time. Staff are valued with a designated governor reviewing work load and counselling support available.

Worship is invitational allowing pupils of no religious faith or beliefs to contribute with integrity. A pupils' worship team confidently plan and lead celebrations. Their peers evaluate worship and make suggestions for improvements. Pupils have a good understanding of prayer, they talk thoughtfully about where prayer has helped them, for example

reflecting on their actions. A number of pupils identified particular acts of worship which influenced their thinking. A series of improvements have raised the profile of worship. One example is more detailed planning which progressively deepens pupils' understanding of Christian values. This is linked to biblical stories, enabling pupils to talk in some detail about Jesus' teaching and its relevance for them. A new module exploring the trinitarian nature of God has deepened pupils' understanding. The school council listens to pupils' views of worship and makes suggestions for improvements. This has led to more pupil involvement. A governors' ethos team monitors worship, although this is at an early stage of development. The church makes a good contribution to worship. Pupils take a leading role in celebrating the main Christian festivals and talk in detail about these and their significance for Christians.

A number of significant improvements have enhanced the importance of RE. The dedicated subject leader has introduced Understanding Christianity resources leading to more detailed planning and extending staff subject knowledge. Big questions of meaning and purpose challenge pupils' thinking. They enjoy justifying their ideas, listening to others and refining their opinions. Older pupils use philosophy strategies which they have been shown, enabling them to deepen their understanding. These help pupils to disagree well and challenge others' ideas positively. Pupils know that RE is a safe space where their ideas will be valued. Their understanding of key Christian concepts is growing, where pupils are confident to articulate a good knowledge of those covered. Pupils feel RE has a relevance for their thinking and daily lives. World faiths are explored and enhanced by visitors such as a Buddhist monk, raising pupils' understanding of reflection. Assessment strategies are secure. The strong partnership with Ubley has enabled both subject leaders to undertake joint observations and conferencing with pupils. This has led to more focused feedback to pupils about how they can improve.

Headteacher	Jane Bailey
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