

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hose Church of England Primary School			
Address	Bolton Lane, Hose, Leicestershire, LE14 4JE		
Date of inspection	13 March 2020	Status of school	Voluntary controlled primary
Diocese	Leicester	URN	120135

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

Hose is a primary school with 60 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 below national averages. The headteacher was appointed in September 2018.

The school's Christian vision

WE LEARN, WE PLAY, WE WORK, WE PRAY
Our vision is backed by God...

*"Whatever you do, work at it with all your heart, as working for the Lord."
Colossians 3.22*

Key findings

- Relationships across the school are strong ensuring all members of the school community feel safe, valued, supported and therefore flourish.
- Christian values are well known and influencing behaviour and thinking, they underpin the new vision which is yet to be embedded.
- The leadership of the headteacher and incumbent is a strength and is moving the school forward. It has strengthened the provision for collective worship and is creating a mutually beneficial partnership between school and church.
- Leadership of religious education (RE) is strong, leading to children who are knowledgeable and confident to share their views.
- Leaders are hardworking and focused on their pupils but systems for monitoring and evaluation of the school as a church school are not fully developed.

Areas for development

- Ensure the newly developed Christian vision with its Biblical roots is clearly reflected in school policies, documentation and the school website in order to make it explicit to the whole school community.
- Develop the monitoring and evaluation of the school as a Church school to ensure continual development.
- Increase opportunities for pupils to plan and lead acts of worship.

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

Hose is an inclusive school with a strong focus on individuals within a family community. The new Biblically based vision was built upon the school's existing Christian values which are strongly embedded. It is therefore impacting on decision-making and behaviour. A good example of this is the work to create a new creative curriculum which is both challenging and exciting. The process of refreshing the vision has been led by the headteacher and incumbent and involved pupils, staff, and governors. There are also plans to share the vision with parents.

Governors are hardworking and focused on the children. They are involved in the monitoring and evaluation cycle which includes the school as a Church school, however this has not been developed well enough to ensure continued improvement. Staff and governors benefit from training provided by the Vale Collaborative Partnership (VCP) and the Diocesan Board of Education (DBE). They have ensured that recommendations from the last inspection have been addressed.

Pupils make good progress and attainment is in line or above national. This is a result of the strong focus on meeting individual need and working with their parents. Pupils enjoy school and attendance is good. The curriculum is rich and challenging and includes a list of sixteen things pupils will experience before the end of Year six including residentials, music lessons and events, theatre and sporting experiences. Spiritual development is a priority. Leaders state 'pupils are given opportunities to ask big questions, to experience awe and wonder and given moments to reflect' in all areas of the curriculum. As a result, they are confident to share their views and are flourishing.

School leaders recognise the importance of strong partnerships. They work closely with a number of organisations including local schools in the VCP, the DBE and the local authority. These support the development of leadership and teaching and learning and provide wider opportunities to pupils. The school also has a partnership with a school in Brunei giving pupils the opportunities to broaden their global thinking.

The school has strong links with the local church which it uses for worship and events. The incumbent and headteacher have a strong working relationship with a clear focus on developing the relationships between school, church and community to benefit all. Children and their parents regularly attend church services and events and members of the community join pupils for school worship. An excellent example of this partnership is the bringing together of the headteachers of the six schools served by the incumbent to share good practice in the teaching of RE and worship.

Relationships and behaviour within the school are good. Children of all ages work and play together and staff value that 'the nurturing qualities shown to children are extended to staff as well' ensuring that all feel valued and flourish. Emotional needs are a high priority with good provision including support for individuals. Character and moral development are also seen as important and the school is taking part in the 'Route to Resilience' scheme. The school's behaviour policy is built upon the Christian values of consideration, honesty, kindness, fairness, determination, equality and forgiveness plus a focus on 'doing your best'. Children understand the values well and in particular the part forgiveness plays in resolving differences. They describe how the school values affect their behaviour and confidently use the Christian narrative to explain them. Children feel safe and know who to talk to if they feel sad or worried. They support many charitable causes such as the local foodbank and are beginning to suggest ways to help others such as holding a coffee morning for Macmillan. There is increasing concern for the natural world. The school has the soil for life award and school council has decided the school should use eco-friendly cleaning products.

Worship is inclusive and invitational. Pupils describe how it helps them 'to become better people' and the choices they make. Worship is Christian in nature and used to develop understanding of the vision, the Christian calendar and Biblical knowledge. As a result, children have a good knowledge of the Bible, in particular the life of Jesus, and talk readily about events in his life. Elements of Anglican worship are used including 'gathering and sending'. Opportunities are also provided for silence, prayer and reflection. Worship is led by staff, the incumbent and the lay reader from the Baptist church. Pupils have a good understanding of the Eucharist following an interactive 'experience day' in church.

Parents attend church services and value this opportunity. Pupils recognise the importance of prayer in their lives and explain that it is a time 'to ask for forgiveness or help and to say sorry'. They state 'you can think, reflect or pray anywhere' but appreciate and use the reflection areas around the school. Pupils talk enthusiastically about the opportunities they have to help lead worship as readers, actors and monitors. The worship team organise the worship space and take responsibility for music, but the school acknowledges that they have had limited opportunity to plan worship independently.

The teaching of RE is making a good contribution to the new Christian vision of the school and to children's spiritual development. The *Statement of Entitlement* for RE is met. The co-ordinator of RE is experienced and providing strong leadership. She has successfully introduced Understanding Christianity and the locally agreed RE syllabus. She has attended DBE training and cascaded this to teachers. She attends the local RE network, where good practice and recent developments are shared. As a result, children's understanding of key Christian concepts is developing, and children confidently talk about the areas they have covered such as creation. Work in RE books demonstrates the range of different activities used including writing, artwork and drama. Pupils demonstrate a respectful awareness of a range of religions. Partnership with the St Philip's Centre has given pupils the opportunity to visit places of worship and to meet and work with world faith practitioners. As a result, their depth of knowledge and understanding of religions other than Christianity is good.

Headteacher	Elizabeth Measom
Inspector's name and number	Kathryn Allsopp 836