

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

Thrussington Church of England Primary School			
Address	Hoby Road, Thrussington, Leicestershire LE7 4TH		
Date of inspection	13 November 2019	Status of school	Academy inspected as Voluntary Aided.
Diocese	Leicester	URN	138926

<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 Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

### School context

Thrussington Church of England is a primary school with 71 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 school is a national teaching school and a member of the STEP Teaching School Alliance, a group of 22 schools from urban and rural settings who work collaboratively. The headteacher has a teaching commitment of three days a week.

### The school's Christian vision

Our vision is a passionate commitment to learning and recognition of the uniqueness of the individual. We are driven by our desire to ensure all children achieve their best in a respectful and trustful environment, in partnership with parents, the Church and our community, as one big family.

'For I know the plans I have for you', declares the Lord, 'plans to prosper you and not to harm you, plans to give you hope and a future.' Jeremiah 29: 1

### Key findings

- The school's Christian vision is well articulated by leaders, shapes decision making and enables pupils and adults to prosper but it is not yet understood by all in the school community.
- The school's associated Christian values are well established and promoted in school. They have a strong impact on pupils' behaviour and result in respectful and caring relationships.
- Pupils are engaged by collective worship that is underpinned by biblical teaching but have few opportunities to be involved with the leading and planning of worship.
- Pupils engagement in social action is a strength. It enables pupils to challenge inequality and supports their understanding and respect for diversity and difference.
- Religious education (RE) lessons engage pupils and challenge their thinking, enabling them to share views and to agree to disagree politely.

### Areas for development

- Ensure that the school's distinctive Christian vision is promoted more widely so that its impact on enabling pupils and adults to flourish is fully understood by the whole school community.
- To extend pupils' leadership in collective worship so that they have a greater role in the planning and development of worship practice.
- Formalise systems for monitoring RE to enable leaders to narrow their focus on areas for 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**

Thrussington is an inclusive school where everyone is welcomed and valued. It is a school where partnerships within and beyond the school community are passionately developed, are mutually supportive, and enable the school to grow. The views and opinions of others matter and this is reflected by the way in which stakeholders were involved in a whole school review and recent relaunch of the school's Christian vision. The time devoted to this has enabled leaders to establish a biblically based vision reflecting the context of this small, rural, church school. Although relatively new, it is a vision that is articulated by leaders and reflected in policies and practices. The biblical basis of the vision from Jeremiah, 'plans to give you a hope and a future', shapes governors' decisions for pupils and adults to prosper. They are proud of their work to extend the school buildings and it is clear that this is having a very positive impact on the daily lives and well-being of pupils and staff. The Christian nature of the vision drives improvement work and planning to ensure the future sustainability of the school as a church school. However, the school is still in the relatively early stages of embedding this renewed vision and it is not explicitly promoted across the wider school community. Thus, leaders acknowledge that the impact of the school's Christian vision on pupils and adults it is not fully understood by all.

Alongside the school's Christian vision stakeholders have worked together to establish six associated Christian values; compassion, respect, hope, trust, community and wisdom. These values are linked to biblical text and are embedded and promoted in school. Pupils reflect on these values within collective worship, RE and the wider curriculum and they impact positively on their daily lives, helping them care and show respect for others. As a result, pupils behave well, understand the need to forgive and develop positive relationships with their peers and adults.

Curriculum and global work enables pupils to develop their understanding of diversity and difference. For example, an art display celebrates the uniqueness of every child in school. The global links that the school has with the Philippines allow pupils to compare and contrast their lives with those of others. Through this work, the school is creating an environment where diversity and difference is respected. As a result, pupils demonstrate an appreciation of different lifestyles. They feel safe to express their views and be the person they are. Above all, they demonstrate a clear understanding that they should treat others with dignity and respect and this enhances their relationships with others.

Pupils' involvement in social action is a strength. They are inspired by worship themes and the school's values to engage in charity activities, supporting causes such as the Rothley Food Bank and The Bridge charity for the homeless. These together with the school's strong global companion links, allow pupils to ask questions about disadvantage and deprivation. They encourage pupils to develop the sense that through showing compassion and challenging inequality they can make a difference to others. Consequently, pupils independently organise fundraising events and choose how to use the funds to improve the lives of children in the Philippines.

Collective worship is invitational and inclusive. It is thoughtfully planned and Christian in nature with a focus on the school's values and biblical teachings. As a result, pupils relate their biblical knowledge to their own lives and talk about how Bible stories such as Adam and Eve help them think about how they can be honest and trustworthy. Worship is led by the headteacher, staff and the incumbent on a rotational basis. It engages pupils in discussion and reflection and pupils are confident to share their ideas and expand on them. Pupils enjoy the opportunities to get involved in role play and engaging activities, such as making models to represent something peaceful and beautiful during a worship exploring the theme of peace. With the support of the incumbent, pupils have explored their understanding of the Christian belief in the trinitarian nature of God, both in worship and through art and dance in the classroom. As a result, pupils have a good understanding of the Trinity. Prayers are said on a daily basis and pupils have opportunities to write their own prayers. Pupils recognise the value of prayer and are looking forward to the completion of an outdoor prayer and reflection area. Although pupils take an active role in setting up the worship space and act as music monitors, they do not have opportunities to plan and lead worship independently.

RE is given priority in the school and the implementation of the teaching resource *Understanding Christianity* is deepening pupils' knowledge of Christianity. It is well planned and leads to the development of age appropriate skills of enquiry, critical analysis and interpretation. Lessons engage pupils in the exploration of 'big questions', challenge pupils thinking and enable them to agree to disagree respectfully. Thus, RE makes a good contribution to pupil's spiritual development. The new RE leader has attended subject leader training and engages with RE networks. She has extended her subject leadership skills and knowledge and used this to implement improvements in the way that RE is taught and assessed. This includes the introduction of an approach to teach RE for younger pupils over a block of time and the implementation of floor books to record work. These are beginning to have a positive impact on pupil's retention of knowledge. Pupils have regular opportunities to visit the church and this is expanding their understanding of the Christian faith. Whilst there are fewer opportunities to visit different places of worship, the school has developed its provision to support the teaching of world religions and world views. This results in pupils having a good knowledge and understanding of a range of religions and beliefs.

The dedicated leadership of the headteacher has been instrumental in establishing the school's role as a teaching school and this has created a wide range of mutually supportive partnerships with others. It provides professional development that ensures quality first teaching meets the needs of all pupils. As a result, standards of attainment and progress over time are consistently in line or above national averages and all pupils are flourishing academically. Governors know the school well, they participate in self-evaluation and monitoring and have a good knowledge of improvement work. They regularly engage in diocesan training and are committed to develop the school further, enabling it to prosper as a church school.



**The effectiveness of RE is Good**

Pupils experience good quality teaching in RE lessons. This ensures all groups make good progress. Monitoring provides an accurate overview of the quality of teaching and learning in RE, but the current informal approach does not allow leaders to narrow their focus on areas for further improvement. However, a new assessment system is already helping to raise standards and is enabling all pupils to flourish academically in RE.

Headteacher

Elizabeth Moore

Inspector's name and number

Carol Price 869