

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Barlestone Church of England Primary School	
Address	Barton Road, Barlestone, CV13 0EP
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
<p>"...and walk in love, just as Christ also loves us..." Ephesians 5:2</p> <p>We walk in love together through our journey in school and beyond.</p> <p>We endeavour to achieve, celebrate and inspire every member of our school community to flourish and succeed.</p>
Key findings
<ul style="list-style-type: none"> • All are treated with dignity and respect in this inspiring and nurturing Church school. Pupils are well supported to flourish with caring pastoral provision which is rooted in a strong sense of community. • Focused vision-driven leadership, fully supported by the trust, enables all to flourish in their learning. A clearly defined Christian vision and associated values are firmly embedded and promoted. • Collective worship is valued by all and is central to school life. Developing links exist with the local church community which the school are eager to build on and extend further. While pupils have some opportunities to plan, lead and evaluate collective worship, this is not fully embedded. • Staff ensure religious education (RE) is accessible and engaging through their creative and practical approach to learning. As a result of this, pupils have a good knowledge and understanding of the beliefs and practices of a range of world religions including Christianity. • Pupils benefit from many opportunities for reflection and prayer in collective worship. The way this impacts on their spirituality is less embedded.
Areas for development
<ul style="list-style-type: none"> • Develop the impact of the strong partnership with the local church to further enhance the school's Christian distinctiveness. • Extend and embed pupils' roles in leading and shaping collective worship to further enrich the spirituality of pupils. • Enhance opportunities for personal prayer and reflection through planned occasions throughout the school day. This is to further extend pupils' and adults' spiritual development.



Inspection findings

Barlestone is an inclusive, respectful and nurturing school where every pupil is cherished. The school's Christian vision is well embedded. Pupils and adults live this out through their words and deeds and 'walk in love, just as Christ also loves us'. They confidently articulate how the Christian vision and associated values influence their daily lives both in and outside of school. Partnerships at all levels are strong. Pupils are encouraged to talk through any differences. This impacts positively on relationships. The vision creates an environment where all are treated with dignity and respect.

Parents are enthusiastic about the work of the school as they see the vision lived out in the way all are supported. Stakeholders talk passionately about the school being an extension of their family. This results in very caring relationships which are central to the life of the school. As one parent said, 'This is a genuine, loving partnership'. The school cares deeply about its community. Its outward looking nature embodies the vision, sharing love beyond the school itself. This leads directly to the flourishing of pupils and families.

Guided by the distinctively Christian vision, leaders, governors and the trust drive the school forward with energy, insight and focus. The trust facilitates subject leaders' training, enriching staff skills, leading to new approaches to learning. Consequently, staff feel valued. Expertise across the trust is shared and the school enjoys a positive relationship with both the trustees and the Diocese. There is a distinct emphasis on growing future leaders of Church schools. Staff appreciate this as well as the great importance that is placed on their wellbeing and that of the pupils. Pupils talk enthusiastically about the pastoral support Year 6 receive from all adults in school through their 'Pupil Champions programme'. This helps pupils develop greater resilience and self-confidence.

The Christian vision drives curriculum development. The school's new curriculum, supported by the trust, enhances pupils' learning and staff's work-life balance. Pupils talk enthusiastically about ways in which the curriculum supports their understanding of difference, diversity and respect. The adults working in school consider themselves to be a strong team. It is a cohesive group which lives out the vision to 'walk in love'. Staff model the Christian values of friendship and respect for one another. This results in a loving, positive environment where both pupils and adults flourish.

Rewards focus on the vision in action. Consequently, they inspire a culture of ambitiousness and aspiration. All pupils, including those considered vulnerable and those who have special educational needs and/or disabilities (SEND) have opportunities to thrive. The vision and values are underpinned by the belief that everyone can achieve success. Pupils are treated as unique individuals within a culture of acceptance and celebration of differences. Discussion around global events provides time for pupils to reflect on injustices. Pupils confidently articulate their desire to make a difference now and in the future. However, opportunities for pupils to challenge injustice and bring about positive change through social action projects are less developed.

Daily collective worship is central to school life, reinforcing the school's Christian vision and values. Worship is inclusive, invitational and inspiring with language and songs carefully chosen to reflect this. Adults and pupils participate with deep respect. Relevant and engaging themes creatively explore school values and allow pupils to learn and reflect about world issues. Pupils say they enjoy worship and learn about their school values as well as about Jesus and stories from the Bible. Consequently, collective worship is a time of flourishing for all. The schools' 'Christian Ethos Team' plan and lead worship. The impact of this is less clear as it is still in the early stages. Pupils are keen to participate more in planning, leading



and evaluating worship. Classes take turns in setting up the worship table and lighting three candles at the start of worship. This enhances pupils' knowledge of the Christian idea of the Trinity. Pupils' understanding of the importance of the Eucharist within the Anglican tradition is less well-developed.

Prayer and reflection are important parts of worship, enabling pupils to experience how people worship in different ways. A shared language to describe spirituality using images of doors, windows and mirrors provides pupils with a helpful framework for reflection. Pupils have the opportunity to say a prayer at the end of the school day which was written by a member of their school. This provides all with meaningful moments of pupil-led reflection which enriches their spirituality. However, opportunities for pupils to pray and reflect outside of worship in their unstructured school time are limited. The 'Christian Ethos Team', consisting of pupils across different year groups, has recognised this is something which could be improved. They have rightly prioritised that a greater focus on reflection areas both in the classroom and outside would be beneficial to them all. Through robust monitoring, leaders accurately identify the need to enhance spiritual development through the curriculum.

Despite a period of time with no rector in post, the school works well with the local church community. The close working relationship is highly valued by both school and church. Christian festivals are celebrated in the local church. The recent appointment of a rector is an exciting time for the school. Opportunities for pupils to be involved in the appointment of the new rector enhanced, even further, the mutually beneficial relationship. Through this, pupils feel their voice is important to members of the church community. The rector is looking forward to developing a close partnership with the school and being an integral part of school life.

RE has a high profile in the school leading to active and creative learning. Leaders effectively weave together the locally agreed syllabus and 'Understanding Christianity'. Pupils have opportunities to develop their skills at an age-appropriate level. They have good understanding of the chronology of the Bible and knowledge of a range of religions. This is as a result of leaders investing well in both learning and the curriculum. Pupils have had opportunities to visit places of worship and also welcomed leaders from a wide range of religions into school to share information about their faith. Leaders ensure pupils are exposed to a variety of different cultures and faith communities. This creates a caring community which fully embraces difference enabling all to feel valued for the unique person they are. Quality questioning and good feedback in individual RE books, ensure that pupils both value and enjoy their learning in this subject. In addition, floor books in the younger year groups capture discussions and activities. The RE leader attends networks and training before disseminating this to staff.



Information			
School	Barlestone Church of England Primary School	Inspection date	15 May 2023
URN	140850	VC/VA/Academy	Academy
Diocese/District	Leicester	Pupils on roll	192
MAT/Federation	Rise Multi Academy Trust		
Executive Headteacher	Jo Westaby		
Chair of Governors	Sue Horn		
Inspector	Jane Davis	No.	2210