

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

<b>St Margaret's at Hasbury Church of England Primary School</b>	
Address	Hagley Road, Hasbury, B63 4QD
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
At St Margaret's at Hasbury CE Primary School we acknowledge our responsibility to all, to enrich lives and show love and respect within our school and the community. Our children and adults live by our core Christian Values of Love, Courage, Respect, Trust and Forgiveness to become better in everything they do and to become the best version of themselves, 'Living life in all its Fullness'. Inspired by (John 10:10) 'I have come that they may have life, and have it to the full'.
Key findings
<ul style="list-style-type: none"> <li>• The strong Christian vision is deeply embedded in all aspects of this caring school resulting in pupils and adults flourishing. Leaders ensure that the vision encourages everyone to 'live life in all its fullness'.</li> <li>• Inclusion is at the heart of school life. All are welcome, accepted and cared for. This firmly held commitment ensures pupils and families are well supported.</li> <li>• Extremely committed leaders put the wellbeing of pupils, adults and the community at the heart of their actions. Pupils' opportunities to be courageous advocates of change are in the early stages of development.</li> <li>• Collective worship lifts pupils and adults beyond the everyday and acts as a real focus for the community. However, there are fewer opportunities for pupils to independently plan and evaluate collective worship.</li> <li>• Pupils develop high levels of subject knowledge in religious education (RE). However, there are limited opportunities to deepen their knowledge of Christianity as a worldwide faith.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Continue to develop the leadership opportunities offered to pupils to be courageous advocates. This is so that pupils are empowered to initiate change in their community and beyond.</li> <li>• Increase pupils' roles in independently planning and evaluating collective worship. This will allow them to add to the growth of the school's Christian distinctiveness.</li> <li>• In RE, improve the breadth of teaching about Christianity. This is so that pupils' grow in their knowledge and understanding of Christianity as a worldwide, living faith.</li> </ul>



## Inspection findings

St Margaret's is an inclusive school that is highly valued by its Christian community. Leaders ensure the biblically underpinned vision is central to all decisions they make. The vision 'to live life in all its fullness', inspires all. The whole school community share and celebrate the carefully selected Christian values. For example, trust and respect have a significant impact on the flourishing of all. Significant investment in wide-ranging provision for local families make the school an integral part of the local area. Consequently, this supports all pupils and adults to be 'the best versions of themselves'. Leaders consistently champion the school's values. They rightly explain how courage and love have been fundamental throughout recent challenges, including the COVID pandemic.

Governors are integral to the promotion and development of the school's Christian vision and character. They support the school with care and diligence. The staff team commit fully to the vision and live it out. They highlight the importance of the school's Christian vision and values in their own lives. Leaders ensure that learning opportunities develop pupils who are confident and thoughtful citizens. They understand how the vision underpins the positive atmosphere in the school. Consequently, harmonious relationships between adults and pupils are abundant. The key value of forgiveness is pivotal. Parents are right to champion the school's inclusive nature describing it as 'a small school with a big heart'. Pupils mirror this declaring St Margaret's to be 'happy' and 'safe'. Trust is central to the rich relationships that pupils make with their peers and adults. As a result, the whole school community forms strong bonds. Church links ensure joint projects and the regular gathering for Christian festivals and other services. Pupils, staff, governors and parents all appreciate these rich opportunities. Parents rightly celebrate leaders and staff who 'go the extra mile'. Support and guidance is always offered and gladly received, enabling everyone to flourish.

Spiritual development is driven by the school's Christian vision. Governors describe their role to challenge and support the school as they 'provide the gateway to opportunity'. Leaders' policy creation and work with the school community, ensures the secure and widespread understanding of spirituality by both pupils and adults. Rich experiences provide effective opportunities for reflection. Here all can reflect on themselves, others and their place in God's world. Consequently, this develops pupils' spiritual, moral, social and cultural awareness well. Staff utilise every opportunity to pause and ask thought-provoking questions. Pupils know adults will listen to and respect their views. They are confident to speak up about matters of injustice. Recent pupil led initiatives have seen effective campaigning for local action. As a result, tree conservation has been successfully achieved, thus demonstrating their desire to care for God's creation. However, opportunities for pupils to be courageous advocates of change are in the early stages of development.

Significant investment in the school's effective pastoral care is inspired by the vision. Leaders ensure that all decisions made are thoughtful and compassionate. There is focused provision for pupils with specific educational needs or disability (SEND) through early intervention. Effective strategies nurture pupils' social and emotional development. Pupils use techniques which help them to feel calm as part of the work on mental health. Care for staff is equally important. This consideration is mirrored by the pupils who know that it is important for them to show respect to all people. High value is placed by all on fostering links with the local community, both with the local church and beyond. As a result, the school's inclusive nature wraps around all pupils and adults in the school community.

Pupils demonstrate powerful voices because of the wide range of leadership roles that they undertake. They cite their school value of respect as an inspiration to how they treat others. Pupils articulate and highlight their views on the value of every person. They recognise and



discuss local and worldwide problems. Committed support of charities is championed by all. These include local projects, with the local care home, Littleton House. The Mary Stephens hospice is also close to the hearts of the school community, as is the support of the local foodbank. The focus on care and love drives school leaders' approach to positive behaviour strategies and helping pupils to make good choices. Alongside this, the school's behaviour policy promotes forgiveness and reconciliation. A focus on giving pupils the opportunity to share thoughts and feelings develops their ability to live well together. Consequently, this develops appreciative and well-rounded individuals whose achievements are recognised by the whole school community.

Collective worship is the embodiment of the school's vision. It is the heartbeat of the school, with the effective planning of inspirational and relevant content. Worship ensures the key Christian messages permeate all aspects of school life. Pupils and adults are able to talk about the Christian values that underpin it. There is a recognisable structure and pattern to the liturgy that creates familiarity and routine. Storytelling and skilful questioning provide opportunities for pupils to consider and reflect on their own roles in society. The school successfully provides opportunities for invitational prayer and reflection. As a result, pupils and adults have time to focus, thereby effectively enhancing their spiritual development. The singing and praise in worship is vibrant and valued by the whole school community. Christian traditions are clearly visible throughout the school, with the Bible, cross and candles front and centre. Pupils display impressive knowledge and understanding of Bible stories. They are also able to articulate the Christian belief in the Trinity, as God the Father, Son and Holy Spirit. They keenly lead worship, however, there are fewer opportunities for pupils to independently plan and evaluate.

Leaders ensure that RE has a prominent place within the curriculum. They effectively weave together the locally agreed syllabus with additional high quality learning resources. This rich programme of study allows for a balance of Christianity, world faiths and worldviews. However, there are limited opportunities to deepen their knowledge of Christianity as a worldwide faith. Learning objectives, framed as key questions, invite thoughtful responses. These develop pupils who are inquisitive and respect each other's views. They demonstrate their religious literacy, showcasing their knowledge about world religions and worldviews. Teachers ensure that pupils are challenged to think and apply prior learning in lessons. The school cultivates pupils who appreciate that the world is a religiously diverse place. As a result, they recognise and are respectful of difference.

St Margaret's deeply theologically rooted Christian vision is at the heart of the school's success. The result is an inclusive, Christian community where leaders ensure that pupils and adults flourish.



Information			
School	St Margaret's at Hasbury Church of England Primary School	Inspection date	14 March 2023
URN	103840	VC/VA/ Academy	Voluntary controlled
Diocese/District	Worcester	Pupils on roll	196
Headteacher	Sara Shepherd		
Chair of Governors	Jane Price		
Inspector	David Scorer	No.	841