



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Henley in Arden Church of England Voluntary Aided Primary School

Arden Road

Henley in Arden

Warwickshire B95 5FT

**Previous SIAMS Grade : Good**

**Current SIAMS Grade: Good**

**Diocese: Coventry**

Local authority: Warwickshire

Date of inspection: 15 June 2016

Date of last inspection: July 2011

School's unique reference number: 140135

Headteacher: Pamela Hayes

Inspector's name and number: Reverend Alison M. Morris 759

#### School context

Henley in Arden Church of England Primary School is a one form entry school with 192 pupils aged 4-11. It is situated in Henley in Arden which includes one of the most deprived wards in the Stratford area. The school converted to an academy in September 2014. Pupils are predominantly White British and come from mixed socio-economic backgrounds. There are 30 pupils receiving pupils premium funding with 21% of pupils who have SEND which is slightly above national figures. The school has close links with St. John's Church. The school was judged 'Requires Improvement' from Ofsted in February 2016.

#### The distinctiveness and effectiveness of Henley in Arden Primary School as a Church of England school are good

- Distinctive Christian school vision, based on Christian values, is being effectively promoted through the dedication and committed Christian leadership by the headteacher.
- Effective and significant contribution by the governing body shows understanding and capacity to develop and embed the Christian distinctiveness within this school.
- Significant and purposeful relationships between the clergy, the church and the school nurture and foster the Christian distinctiveness within the wider school community.

#### Areas to improve

- Embed further the effective monitoring practise that evaluates the Christian distinctiveness, ethos and values of the school in the light of a new vision and strategy from the head teacher.
- Explore ways to improve the growing understanding by parents of the Christian values, its distinctiveness and practises associated with being a church school.
- Through development of the Worship Committee, engage pupils in the process of planning, monitoring and evaluating worship with the intention of refining and further developing the expression of worship as part of the whole school monitoring schedule.

## **The school, through its distinctive Christian character, is good at meeting the needs of all learners**

A distinctive Christian character and ethos is immediately apparent and is being successfully embedded into all aspects of school life. Core Christian values have been revised to clarify what the Christian ethos expects of all so that values, such as honesty and respect now have a significant impact upon pupils' lives and their learning. This has been reinforced with pupils through a 'Christian Values Day' and is embodied in the school motto, 'And he took the children in his arms and blessed them'. Pupil's progress is showing improvement but attainment is at national expectation in Early Years and Key Stage 1 but low in Key Stage 2 so emphasis upon academic improvement for all pupils to reach higher attainment is a priority. Staff and governors model core Christian values and have high expectations of pupils, so that pupils can aim to reach their full potential. Relationships are good, based on mutual respect and trust, as staff and pupils work co-operatively together. Social, moral, spiritual and cultural development (SMSC) is also nourished and challenged through these Christian values. Religious education (RE) also contributes well to pupil's development as belief matters. It encourages pupils to be respectful and self aware beyond themselves. Older pupils understand what it means to be a pupil at a church school and make the link of core belief to Christian teaching in the Bible. An effective school council allows the pupil voice to contribute to decision making. They also participate in the mission of the wider community through fundraising and charitable giving for example to 'Henley Food Bank.' Pupils understand their role to be responsible citizens, through posts of responsibility such as being an 'Ambassador'. They are also polite, happy and behave well supported with a moral code underpinned with Christian values. Pupils are keen to attend school with attendance at 97% which is above the national average. Attitudes to learning are positive within a culture of praise and reward. Pupils and parents are confident of support structures as issues are dealt with quickly and fairly. Classrooms have worship tables, multi-faith symbols showing diversity and 'wonder walls' which, when used, make a significant contribution to spiritual development. The Reflection Garden and prayer tree encourages personal reflection and meditation. A peaceful and purposeful atmosphere is now promoting a learning environment which has the capacity to raise achievement.

### **The impact of collective worship on the school community is good.**

Daily worship is distinctively Christian and evokes a sense of gathering. It has a strong focus on the person of Jesus Christ and the Trinity. Visual images, symbols and lighted candles are also used to encourage awe and wonder. Pupils enjoy worship and are engaged, affirmed and challenged through a distinctive spiritual atmosphere. They frequently begin worship with a gathering prayer, light candles and finish with a blessing. Addressing a focus for development, there is now increased provision for prayer and reflection which enables prayer to be a natural and integral part of school life. For example, daily prayers are written in class prayer books; pupils lead prayers in services and this is also supplemented with prayer responses such as 'Peace be with you.' A greater sense of spirituality is enhanced through opportunities for time to be still and to reflect in an atmosphere of peace. This is also built into curriculum activities through use of Godly Play in addition to acts of collective worship. Worship is valued and makes a good contribution to school life and pupils' spiritual development. It affirms and influences the pupils' actions and behaviour making it a positive experience for most pupils. It also enhances the purposeful learning environment which encourages all pupils to learn. Worship is well planned using Values for Life and SEAL combined with additional themes from Biblical material. A significant development from the last inspection means there are now broader and stronger links with the clergy and church. As a result, Christian values are reinforced alongside Anglican traditions, practises and the liturgical calendar. Key Christian festivals are always celebrated in St. John's Church which reinforces the spiritual link between the church and school community. Parents are beginning to respond positively to invitations to share in worship both in the church and school. As a result, some parents enjoy and are appreciative of worship. Evaluating the impact of collective worship on pupils to inform future planning is now in place to be developed through the Worship Committee. The school correctly identifies that this needs to be further embedded by all stakeholders so that the quality of worship offered is substantial, engaging and relevant to the pupil's lives and their spiritual development.

### **The effectiveness of the religious education is good**

RE is now given a high priority with improved staff resourcing, which has led to improved practice. High expectations of pupils have led to good progress and standards are in line with national expectations. As a result, RE has a significant effect on pupils' SMSC development. Pupils show the ability to question and reflect on the practice and belief of world faiths, especially that of Christianity. RE also makes a significant contribution to pupils' religious development and Christian character. It also provides a positive, spiritual and affirming experience for pupils. Lessons are well planned, differentiated and paced, allowing pupils to explore ideas and to learn about and learn from RE with opportunities for personal reflection. All learning activities are age appropriate and are supported by structured teaching. Creative use of artefacts including Godly Play materials helps to focus pupils' reflection. A pupil confidently spoke of their understanding of 'The Parable of the Mustard Seed' and how as we grow bigger God grows bigger in us too! They enjoy RE, feel excited and recognise its influence on their own lives. Parents were very keen to report on the pupils growing knowledge and understanding of religious and cultural diversity. Older pupils observed that RE helped them to respect important stories from other faiths. Pupils' knowledge of the Christian story is also good as well as some understanding and awareness of other faiths and cultures. Their ability to compare aspects between Christian and Sikhism leads to a mature and thoughtful discussion. They were also able to link this lesson with the preceding act of worship illustrating the value of perseverance within the Bible story. The subject leadership shows skilful expertise and management with an ambitious vision for all pupils to be religiously literate. RE books and lessons are rigorously scrutinised and standards moderated by the leadership team. This ensures strengths are clearly identified with areas for development so that teaching is at least good and pupils' achievement is raised. Substantial support and INSET training is enhancing staff spiritual development and has led to improved standards of attainment.

### **The effectiveness of the leadership and management of the school as a church school is good.**

The headteacher supported by governors and staff, has a strong personal vision and commitment to the Christian distinctiveness within this school community. Both the headteacher and governors are very active in promoting this Christian vision and values which are lived out between stakeholders and which now are infusing throughout the wider community. This simple expressed vision is now being fully understood and upheld by many stakeholders. It also results in a caring ethos that permeates around the whole school and locality. Christian values and distinctiveness also foster a happy, safe and secure atmosphere where pupils are starting to learn well. Both chair of governors and foundation governors are supportive of the strategic drive to improve academic standards with clear priorities. The School Improvement Plan represents a significant step forward in the development of this church school. Governors are showing capacity to monitor and evaluate the school's progress as a church school acting as critical friends. Significant self evaluation by the school leadership team and the Standards Committee are proving successful for monitoring and evaluating the data on school improvement. Statutory requirements for both RE and collective worship are met. Staff are also given training experiences and responsibilities for leadership roles which are producing effective school improvement planning. Through succession planning staff now have a developing understanding of future development needs of this church school. Parents have confidence in the school, feel included and are beginning to recognise and appreciate the Christian faith and values that underpin school life. One parent commented, 'They are demonstrating the gospel'. Good relationships with parents are based on trust and encouraged through events such as workshops, 'Parents Teachers Association' and a 'Parents & Carers Forum.' Links with the local church and vicar are extremely strong and have a positive impact in how the school lives out its Christian vision and Christian distinctiveness. Pupils have a growing sense of Christian identity and are being encouraged to be also aware of their wider responsibilities within a multi-faith and multi-cultural society through activities. Links with Yew Tree School, Aston as well as the 'International Day' and 'African Dance' performance are examples of good practice and development.