

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lubenham All Saints Church of England Primary School	School Lane Lubenham Leics LE16 9TW
Current SIAMS inspection grade	Satisfactory
Diocese	Leicester
Previous SIAMS inspection grade:	Good
Date of academy conversion	July 2013
Name of multi-academy trust/ federation	The Learn Academies Trust (Learn- AT) 2016
Date/s of inspection	27 September 2016
Date of last inspection	3 and 10 February 2012
School's unique reference number	139864
Headteacher	Gemma Kettle
Inspector's name and number	Marian Driver (116)

School context

There have been significant staff changes since the last inspection with a new headteacher and an early years and foundation stage (EYFS) leader appointed in September 2015. In December the EYFS lead took on the role of RE / collective worship (CW) co-ordinator. The school was judged by Ofsted in March 2016 to be 'requires improvement'. From September 2016, the school became part of the 'Learn Academies Trust'. The church is currently without a vicar. Pupils come from surrounding villages and Market Harborough. Number on roll is 69. The headteacher was absent for this inspection.

The distinctiveness and effectiveness of Lubenham as a Church of England school are satisfactory

- The new Headteacher has brought about a renewed focus to the Christian character by creating effective links with the wider community.
- The enthusiastic approach of the new RE/collective worship leader and plans for development, have the capacity to bring about rapid improvement.
- Links with local church members and visiting clergy provide pupils with a greater understanding of the Bible and an awareness of Christian values.

Areas to improve

- Improve the quality of teaching in RE so that teaching provides a greater depth to the study of other faiths and includes visits to different places of worship.
- Develop the role of new governors to formally monitor and evaluate the impact of the schools' Christian ethos and inform development planning.
- Ensure that the RE/collective worship co-ordinator continues to develop the existing good practice and benefits from Diocesan support.
- Improve RE, collective worship and spiritual, moral, social and cultural (SMSC) policies so they reflect the commitment to Christian values and are a true reflection of school practice.

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

Lubenham All Saints is a small school where all pupils are known by name and relationships between staff, pupils and family members are strong. The slow decline in pupil achievement recognised by Ofsted (2016) is being addressed and improvement can be seen in some areas. As part of a Christian values afternoon, the school, staff and governors came together to choose six values. These six values now form the basis of the value based, ethos of this church school. Pupils can talk about the relevance of this term's value of 'service' which was well illustrated in the Queen's 90th birthday celebration tea party. All classes contributed by making cakes, arranging flowers and serving others. The lay reader, who was also a foundation governor, developed the early understanding of the biblical basis of Christian values by offering 'Open the Book' and after school and holiday clubs over many years. This has now discontinued. A venture by church members, 'Lubenham Lambs', open to pre-school children, provides a link to starting school and an awareness of a Christian community. Parents state that children are happy and show respect for each other. They particularly like the way the older children care for the younger ones. Both the gardening club and ECO club members are proud of their work outside. The awareness of the beautiful school grounds, the growing of produce in raised beds and greenhouse and the attractive flower tubs provide a powerful stimulus for spiritual development. There is good parental support for school services held in the church and the changes made by the new headteacher have been welcomed. The village planned 'Posadas', at Christmas where a manger scene, shared between school and families, opens up new friendships when one family passes on the resource to another. Cultural awareness has been developed by the teaching of different religions and by visitors from different faiths sharing their experiences. However, the recommendation from the previous inspection of planned visits to places of worship, has not taken place. As part of the action plan to improve RE teaching and assessment, the new co-ordinator has planned visits as part of the two year rolling programme in the new RE syllabus.

The impact of collective worship on the school community is satisfactory

Staff and pupils say that collective worship is an important start to the day. Planning is informed by the church calendar and the suggested Diocesan Board of Education worship themes. It contains a strong biblical thread. As a result of training cascaded to staff, pupil involvement is now greater with a worship team of children involved in planning and leading worship. All staff lead worship and have begun to evaluate their contribution. Worship led by a visiting clergyman, lay reader and Methodist preacher offers a variety of worship styles and increase the biblical knowledge of the school community. The behaviour of the pupils is good because the worship is focussed and engaging. Through involvement with Diocesan activities, pupils benefit from organised school events which enable them to see themselves as a greater part of the church family. Prayers written by the worship team for the service at Leicester Cathedral were shared with the whole school. Pupils have some understanding of God as three persons and this is developing by using a refrain more often in daily worship. Pupils talk enthusiastically about the reflection areas in their classroom, prayer boxes and their opportunities for personal prayer. Their understanding of prayer is increasing and they often, 'talk to God'. Also the log circle on the school field is used for quiet reflection and outside worship. The new co-ordinator has a passion for the subject and provides a link with church and village. She meets with the worship team to plan but as yet there is no clear system for the monitoring and evaluation of worship by pupils and governors to bring about improvement. This was a recommendation from the last inspection.

The effectiveness of the leadership and management of the school as a church school is satisfactory

Since the last SIAMS inspection the school has experienced changes of staff and headteacher. Areas for development from the previous SIAMS inspection have only partially been achieved. The school self-evaluation is accurate and realistic about the provision and priorities for continuing improvement. Clearly identified areas for improvement are beginning to be addressed. The headteacher has supported the recently appointed co-ordinator to introduce the new values system to provide the school with a clear framework. This is yet to be embedded in all aspects of school life. Efforts to extend links with the local community e.g. open gardens, Queen's tea party and harvest have been well received and provided reciprocal benefits. Pupils now have more responsibilities and ownership. Parents like the way that pupils are taught in small classes and welcome the questioning and reflective skills that are developing as a result of a homework task based on 'service'. The behaviour policy based on: 'Do to others as you would have them do to you' has a biblical source, is specific and reflects current practice. Policies, however, for collective worship, RE, and SMSC are generic and do not reflect the actual practice of the school. An action plan for improvement in RE teaching and collective worship is in place. Foundation governors, namely the incumbent and the lay reader, have given regular teaching and support to the school and nurtured a clear focus for Christian and Anglican identity. Their term of office however has finished. A new foundation governor has been appointed who is eager to develop her skills and a new incumbent is to be appointed. The Learn Academies Trust has given recent support to the school both as a church school and for curriculum development. This has enabled the school to benefit from the sharing of good practice and subject expertise.