

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Eardisley Church of England (Voluntary Controlled) Primary School

Address	Eardisley, Hereford, HR3 6NS		
Date of inspection	13 March 2019	Status of school	VC
Diocese	Hereford	URN	116804

Overall Judgement	Grade	Excellent
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgement		
The impact of collective worship	Grade	Excellent

School context

Eardisley is a primary school with 88 pupils on roll. The school has a very low level of religious and cultural diversity and 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 in line with national averages. The headteacher has been in post for 8 years.

The school's Christian vision

In all that we do, our values shine through.

At Eardisley CofE Primary School, our vision is to live out the Christian teaching, to 'love one another' (John 15:12). This vision is rooted in our shared values which will guide, inspire and nourish, bringing joy to all.

Key findings

- The school's deeply held Christian vision permeates every aspect of the school so that it has a very positive impact on its work in Eardisley and beyond.
- The passion and determination of the headteacher to secure this vision ensures all stakeholders recognise the work of the school as a practical outworking of the love of God.
- The school has engaged in innovative practices which support vulnerable communities locally, nationally and globally.
- Religious education (RE) has a high strategic importance in the school which is reflected in the vibrant and thought provoking displays across the school.
- The highly inclusive acts of collective worship are inspirational and enable pupils to reflect deeply upon their growing understanding of Christianity.

Areas for development

- Continue to develop whole school understanding of spiritual development so that pupils have an increasing ability to articulate their own spiritual journey.
- Provide pupils with a planned series of multi-faith visits so that they have a deepening understanding of the diversity of world faiths.
- Further progress the school's charitable work by enabling pupils to gain a better understanding of injustice and inequality so that they take action in the service of others for reasons other than compassion.

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

Eardisley's vision for itself is rooted in the love of God so that all who come under its aegis feel supported, encouraged and loved. Its values of friendship, joy and determination are seen by children and adults alike as roots underpinning the daily life of the school. They are understood by all to demonstrate the qualities of Jesus. 'Every time we show a value, it is Jesus through us,' explained a child in year 5. Pupils understand how important it is to use the values. They explain how the value of friendship means that when someone joins the school 'we spread our wings and take them in'. Governors and staff see this as an outward facing school, offering support throughout the community. The school is supporting the local pre-school so that it can take up residence in the school grounds. This is securing the resource locally and so enabling the youngest members of the community to flourish. The headteacher is highly articulate about how the values of the school reflect the school's vision. This enables pupils to develop an ethical vocabulary so that they discuss how the values improve their learning and lives through a values-led curriculum. The school council chooses a series of values to focus on each month. These include some challenging concepts such as empathy and unity. Each of these are explored within a Christian context so that pupils are able to describe them as 'our life source, the way we live'.

The school is very active within the local community and beyond. Its tea parties for older people within Eardisley have had a wide ranging effect. Not only is the school helping to dispel the loneliness felt by some in their local community but this has inspired the local county council. They have now taken a new approach to how they engage with vulnerable older people and credit this to the vision shown by Eardisley pupils.

Pupils achieve well at Eardisley. The children are seen as individuals, deserving the very best education that the school can offer. This is attributed by all stakeholders to the school's vision to love one another. There are wide-ranging extra-curricular activities, which are celebrated through the *Children's University*. The school has no qualms about embracing pupils from challenging backgrounds or those who have not succeeded at other schools. They have an impressive track record in helping these pupils to succeed both academically and socially so that they can flourish in their next steps. This care and love for the pupils is demonstrated in the well-kept environment and thought-provoking displays. This ensures that all pupils, whatever their background, feel valued and cherished. Behaviour is excellent and universally attributed to the school's vision and values. Parents speak of how the teachers care about the whole family. Staff and pupils are supported well, through good times and bad so attendance is high and staff absence low.

The school has spent some considerable time helping pupils to understand the purpose of reflection and how it links with prayer. This was an action point from the last inspection. Prayer is now the beating heart of the school and seen as a time that 'opens up your mind to God'. Consequently, pupils use prayer and reflection in a variety of contexts and so cement the values in their lives. 'When you pray it can make values in your heart and it makes you feel better,' wrote a Year 3 child.

Pupils readily articulate how reflecting on the school's values of joy, friendship and determination can help them achieve more, 'even in PE!'. Philosophy for Children has encouraged the children to think deeply and critically about spiritual and ethical issues. As yet, there is no clear plan for helping pupils to articulate their own developing spiritual journey.

Pupils are keen supporters of a number of local charities and raise money enthusiastically. This is undertaken from a deep sense of compassion and understood as an outworking of the school's vision to love one another in a wider context. The school has yet to deepen this thinking so that pupils are beginning to understand more clearly how their actions might address injustice and inequality.

As part of their vision for the pupils to 'love one another' in a broader context, the school tries to 'think big' for them. They are taken on a wide ranging programme of visits, including the Hay Festival. A recent trip to HM Treasury was a result of their work with Pupils2Parliament. This excellent initiative enables the children to send their thoughts and opinions directly to the government on a wide range of issues. In this way the pupils are developing their voice on a much wider platform and so understand national and global issues. However, pupils have a relatively limited first-hand experience of other faiths and cultures.

Collective worship is well-planned so that pupils can reflect upon Eardisley's Christian mission in a meaningful and inspirational context and meets statutory requirement. Acts of worship are inclusive and invitational, allowing pupils to explore biblical stories and the teaching of Jesus. Through a close partnership with local churches they are actively engaged with the Anglican calendar and traditions, such as the saying of the grace. Vibrant singing, punctuated with moments of quiet reflection provides a special worshipful atmosphere where pupils can rejoice in what it is to be Christian. Acts of reflection and prayer permeate the life of the school and allow for pupils to be

'still in their minds so they can become closer to God'. Innovative partnerships between the church and school as part of Hereford Arts Week help share the school's strong arts based approach to considering faith. Formal opportunities are provided for leaders and pupils to reflect upon and evaluate acts of worship. This allows the school to reflect effectively upon its progress and areas for development as a church school.

RE is seen as being strategically important by leaders and this leads to excellent standards of achievement. For leaders, RE 'does not just exist in a box', it permeates learning in all subjects. Pupils are actively engaged in learning. Articles in '*RE Today*' and the '*Church Times*' allows the RE lead to share her vision for teaching values through RE. Vibrant displays around the school help pupils celebrate learning around faith and worship. For example, pupils' pieces of work around religious iconography helped them to reflect upon Jesus being God's role model 'sent to help us believe in Him'. The standards in books are of a very high quality. Enriched by 'big questions' and Philosophy for Children, it inspires the children to think critically about their own and others opinions and beliefs.

This is a school that has succeeded in being a beacon of best practice in diverse communities so that all may flourish.

Headteacher	Bridget Knight
Inspector's name and number	Karen Surrall 842