

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

<b>Bishop Henderson Church of England Primary School</b>			
Address	Farley Dell, Coleford, Radstock, Somerset BA3 5PN		
Date of inspection	11 March 2020	Status of school	Voluntary controlled primary
Diocese	Bath and Wells	URN	<b>123747</b>

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

### School context

Bishop Henderson is a primary school with 162 pupils on roll. Forty part-time pupils attend the nursery on the same site. The majority of pupils are of white British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is just above national averages. A significant number of pupils start nursery working well below the expected levels for their age in all areas. The school was judged good by Ofsted in January 2017.

### The school's Christian vision

Our vision is to create an environment where we are: Learning for life in all its fullness  
by Taking care and belonging Exploring and learning Being the best we can be  
Underpinning bible verse: 'I have come that they may have life ..... life in all its fullness' (John 10:10)

### Key findings

- The exceptionally strong leadership of the headteacher has created a vibrant Christian learning community in which every member flourishes. Dedicated staff and skilled governors share the Christian vision which inspires and directs all aspects of school improvement.
- Inclusive, nurturing relationships based on Christian love and hope inspire all members of the community. They provide the foundations upon which everyone is encouraged to achieve their potential and make the most of their God-given talents.
- The school provides a rich and exciting curriculum underpinned by the distinctive Christian vision and theology. The bespoke religious education (RE) curriculum is passionately led by the new RE leader. Pupils ask and answer big questions, whilst exploring their views about a range of religious traditions.
- Collective worship is engaging and offers the opportunity to all pupils and adults to grow spiritually through rich and varied experiences, valuing prayer and reflection. Pupils enjoy participating and being involved but lack opportunities to actively plan, deliver and evaluate worship.
- Leaders work proactively and forge strong mutually beneficial partnerships with the local church and neighbouring schools. However, the school has yet to set up global links.

### Areas for development

- Develop opportunities for pupils to understand more fully the extent of deprivation globally so they may become advocates for change in the wider world.
- Extend opportunities for pupils to plan, lead and evaluate worship so that they develop skills and understanding and develop greater ownership of this area.

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**

Bishop Henderson cherishes its pupils, staff and wider community. The recently revised vision based on deeply embedded Christian values and practice, underpinned by biblical narrative, enables the nurture of all and 'lies at the heart of the school'. This directs the school's every action and is highly inclusive, ensuring that all are valued and supported so that they make the most of their God-given talents. Kindness and friendship shown to all is in keeping with the teachings of Jesus and is constantly referred to every day.

Governors talk passionately about the work the school does to live out their vision as well as explaining how it influences their discussions and decisions at a strategic level. Through extensive and thorough monitoring and collaboration with the leadership team, governors work hard to ensure all areas of school life run effectively so that all pupils flourish and achieve. Interesting, challenging teaching, the exceptional, nurturing and caring culture of support for disadvantaged pupils in overcoming challenges, have ensured pupils make strong progress in both key stages.

The impressive pastoral provision shows that the school's vision is being lived out and is having an impact on the whole school community. Brave budget decisions have led to establishing an Inclusion Team, increased hours for SEN staff and setting up a nurture group with the Emotional Learning Support Assistant (ELSA). These have raised aspirations and transformed the mental health of staff, pupils, and their families. Highly skilled and dedicated staff do whatever they can to remove learning barriers for each pupil through a wide range of intervention strategies. The positive impact of this can be seen in the exemplary behaviour, attendance and progress of the most vulnerable pupils. Relationships between staff and pupils have been strengthened as pupils feel safe and know they belong to a community where they will be listened to. Parents and carers of children from across the school explain that staff always go above and beyond to listen to them. One parent offered 'if it wasn't for the staff, my child wouldn't be in school and learning.' The vision directs a highly successful partnership between the school's staff and pupils' families.

The impact of the vision on pupils is demonstrated through pupils' resilience, perseverance and exemplary behaviour. They confidently share their thoughts and opinions, clearly appreciate the need for tolerance and value both diversity and difference. Pupils support one another very well and take the lead in challenging prejudicial behaviour. This is evident in enthusiastic pupil leaders in the school council improving playground areas, house captains rewarding good behaviour, charity fundraising and the buddying of younger and older pupils.

Staff wellbeing is of paramount importance. New leaders are grown and supported to develop their own interests and skills. For example, the religious education (RE) leader is currently studying for an RE degree. Staff are able to speak freely in the knowledge that their concerns are taken seriously and acted upon. Through a variety of imaginative measures including 'golden tickets' and the 'cup of appreciation', all feel supported and valued and attribute this culture to the headteacher and to the school's distinctive Christian ethos.

Mutually beneficial partnerships with the diocese and other local schools effectively support Church school improvement. The headteacher actively leads innovation with colleagues in the Wells Community Learning Partnership by providing staff training that leads to positive experiences and outcomes for pupils. In a close relationship with a Bristol school through 'pen pals' and exchange visits, pupils learn about urban living and also gain understanding of the Moslem religion. One pupil commented, 'we learn acceptance, respect, the importance of prayer and treating others as we would like to be treated.' Pupils engage in fundraising for local charities which demonstrates compassion and concern for justice in the local setting. However, at present the school has no active global links, so pupils have a limited understanding of how they could apply their concerns globally. In focus weeks such as 'Change begins with us' pupils explore environmental issues such as plastic pollution.

The rich and varied curriculum is inspired by the vision. Collective worship and RE, rooted in the Christian vision and values, offer space for reflection by asking and seeking to answer the big questions in life. RE plays a central role in the school, both as a subject in its own right and also as a key way of implementing the vision. The RE leader is passionate about the subject and inspires and provides resources for other staff. Children are excited about RE where creativity plays a significant role in pupil response to the issues raised. Art work produced, such as butterfly prayers linked to the Christian value of friendship, is inspiring and contributes well to deepening pupil spirituality. Pupils of all ages are very knowledgeable about other faiths but also respectful and accepting of others' beliefs and customs showing understanding and maturity.

Collective worship is central to the daily life of the school and is vital in maintaining excellent bonds between the school and the parish. The headteacher and the vicar plan worship together, supporting the school's vision and ensuring continuity and progression within the worship themes. The support of the local church enhances the spiritual life of the school. Special services, such as harvest and Easter, are held in the church and classes take the lead. Parents say they always feel welcome to worship both in school and in the church. The way adults and pupils use signing makes worship accessible to all and staff appreciate it as a time of stillness and reflection and the sense it gives of being part of a Christian community. Pupils' attitudes are extremely positive because all are included and involved. They participate actively, answering questions and helping to act out stories, so levels of engagement are high. However, there are few opportunities for them to plan, lead and evaluate worship. Pupils' understanding of God is well developed. For example, older pupils discussed salvation and forgiveness and younger pupils acted out how Jesus on the cross is the 'bridge between God and us'. They demonstrate age-appropriate understanding of the Eucharist and are familiar with events in his life celebrated at major festivals. In the popular weekly-led worship by the vicar, pupils write and lead prayers as well as praying aloud spontaneously. Interactive, attractive, dedicated reflection spaces offer opportunities for reflection and prayer in all classes. Consequently, pupils' understanding and value of personal prayer is high.

Headteacher	Tonie Scott
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