



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kilby St Mary's Church of England Primary School	Main Street Kilby LE18 3TD
Current SIAMS inspection grade	Good
Diocese/Methodist District	Leicester
Previous SIAMS inspection grade:	Good
Local authority/date of academy conversion	Leicestershire
Name of multi-academy trust/ federation	N/A
Date/s of inspection	4 October 2016
Date of last inspection	2 December 2011
School's unique reference number	120195
Headteacher	Phillippa Denney
Inspector's name and number	867 Wendy Wakefield

School context

Kilby St. Mary's is a small village primary school. It has 102 pupils on roll with a lower proportion than usual using English as an additional language. The proportion of children identified as having special educational needs and/or disability is low. The majority of pupils live in Kilby or nearby villages, but more recently there has been a small intake from Leicester City. Whilst the school is currently maintained by the local authority, it works in partnership with the Thomas Estley Learning Alliance (TELA) and others within that group. Since the last inspection, there have been some staff changes including an RE coordinator who is new to the post.

The distinctiveness and effectiveness of Kilby St Mary's as a Church of England school are good

- Christian values underpin the daily life of the school, promoting good spiritual, moral, social and cultural understanding.
- Pupils are polite, well behaved and have a positive attitude to all aspects of the life of this distinctively Christian school.
- Learners demonstrate cultural understanding and respect as a result of a varied RE curriculum and a wide range of learning opportunities.
- Partnerships of staff, parents and governors are highly valued and reflect the Christian ethos of the school.

Areas to improve

- Develop more robust systems to enable governors and other stakeholders to monitor and evaluate all aspects of the school's distinctive Christian character.
- Review school documentation and the school website in order to make the Christian character of the school more explicit.
- Deepen pupils' understanding of Holy Trinity in order to further support their understanding of Anglican tradition in worship.

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

The school's six values (perseverance, respect, courage, thankfulness, hope and friendship) are evident on first entry to the school. Christian symbols and displays relating to collective worship and religious education in all areas of the building reflect the importance of these values. They are understood from a distinctively Christian perspective and create a respectful family feel and good attitudes to learning. Pupils commented that, 'Values are there to help us in our daily lives and remind us to do the right thing like God wants us to.' As a consequence, behaviour and relationships are good. Pupils are very proud of their school saying that teachers make lessons fun. They also speak highly of the support they receive, stating that any problems are always dealt with. As a result attendance is high and children generally make good progress. Many parents choose the school for the Christian ethos and the experiences offered to the children through the close relationships with the church and local community. One parent commented, 'There is a strong partnership between home and school, and every individual is valued for who they are.' Pupils gain much from the range of experiences on offer through both curricular and extra-curricular activities. This alongside their understanding of other cultures and faiths contributes very well to their spiritual, moral, social and cultural understanding. One pupil talked excitedly about a recent cultural visit to Leicester saying 'we saw all the different places of worship and realised that it doesn't matter what church or building you go to, because we all have the same values'. The school is rightly very proud of its heritage but does not make the Christian character more explicit to those outside the immediate community.

The impact of collective worship on the school community good

Collective worship is seen as an important aspect of the school day and makes a big contribution to pupils' spiritual, moral, social and cultural development. It is also enjoyed by staff and on particular occasions by governors and parents. It draws on Bible stories which are linked to the Christian values at the heart of the school community. Local clergy regularly lead worship and at the time of the inspection, the local Baptist minister was sharing the story of Abraham. Parents and pupils speak very positively of the involvement of the church in collective worship and children were eager to join in and answer questions. Pupils attend church regularly throughout the year and as a result are developing a real understanding of Christian festivals and the seasons of the church year. Older pupils occasionally take part in planning and leading whole school worship, but a new weekly class assembly will enable more children to have this opportunity. There is an established pattern of prayer underpinning the school day which pupils see as important. For example, one child referred to prayer as 'a way of talking to God but not on a phone or by text but by putting your hands together and talking or thinking about him and how he would want us to be'. Children enjoy quiet reflection in collective worship and use reflective areas in classrooms to answer big questions about God. They are excited about a new reflection area which is being developed outside one commenting that it 'will be somewhere special to go and think about all the things Jesus teaches us and how we can use them to make the world a better place'. Pupils are aware of God as Father, Son and Holy Spirit and can articulate some understanding because of teaching in RE. However, this is not a part of regular worship so pupils do not fully understand the features of Anglican tradition in worship.

The effectiveness of the religious education is good

RE is held in high esteem and is viewed as an important core subject. The new RE leader is passionate about the subject and has ensured that it is valued by all members of the school community. She has a clear vision and has correctly identified strengths and areas for development. She has for example, recognised the need to provide a wider range of learning experiences and challenges for children of all abilities. The Leicestershire Diocesan Syllabus is used to provide a range of imaginative opportunities for pupils to encounter religious ideas and respond to them. Pupils in years 5 and 6, for example were exploring the big question 'Why do some people believe God exists?' Through debate and discussion they were looking at the question from various points of view, one child said, 'everything in the world is in so much detail and so perfect only God could have created it.' In Years 1 and 2, the RE lesson began with the 'circle song' where children were encouraged to join the circle to 'share God's word', this was followed by an exciting discussion about what could be in the gift wrapped box in the centre of the circle, children were able to link this to God giving Jesus as the most precious gift of all. Pupils are very positive about RE lessons and creative teaching results in children making good progress in RE from their starting points. Whilst Christianity is predominantly taught, there are many opportunities for pupils to develop their knowledge and understanding of other faiths. The teaching of RE has strong links to collective worship and clearly impacts on the Christian values of the school. It does this by providing opportunities for pupils to reflect on the personal significance of their learning and enriching their experiences with visits to places of worship. Work in RE books is good and allows children to reach a high standard. It does not yet show a range of opportunities for children to learn in different ways. Learning

objectives are made clear during every lesson and success criteria allow children and teachers to assess how well these objectives have been met.

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

Based on a strong Christian foundation, the headteacher has a clearly articulated vision of Kilby St. Mary's as a distinctive church school and is committed to its ongoing development. She and other leaders including governors, through their nurturing ethos, express a clear Christian perspective on the six values which underpin all aspects of school life. These values are understood well by pupils and modelled by staff. They have a positive influence on behaviour, relationships, aspirational attitudes to learning and spiritual, moral, social and cultural development. The responsibility for RE has been allocated to a teacher who is highly committed to its development. She has been well supported by senior leaders and is now able to take the subject forward with increased confidence. The school has good relationships with parents, the church, and the local community. It is described by governors and parents as being the 'heart' of the village. Parents feel fully involved in the life of the school. They appreciate the welcome they receive in school, the support given when needed and the opportunities to be involved. The whole school community appreciates the commitment of the local church teams who support and contribute to school life. Pupils enjoy the 'fun' worship activities and staff feel well supported by the church. The partnership is mutually beneficial. The school enjoys a good relationship with the Diocese and attendance at diocesan training events provides staff with opportunities to develop Christian leadership. Members of the governing body know the school well and understand their strategic role offering both support and challenge. The school's self-evaluation is accurate and much improvement has been seen in all areas identified as a focus for development from the previous inspection. However, current systems do not offer enough opportunities for all stakeholders, including governors, to be formally involved in monitoring and evaluating the school as a church school. This is crucial in ensuring that the distinctive Christian character is a continuation of a living faith that is shared with everyone.

SIAMS report October 2016 Kilby St. Mary's CE (VA) Primary School LE18 3TD