

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Arnesby Church of England Primary School	
Address	Mill Hill Road, Arnesby, Leicester, Leicestershire, LE8 5WG
School vision	
<p>Where every child shines.</p> <p>‘Let your light shine before men, that they might see your good works, and glorify your Father in Heaven’ Matthew 5:16</p>	
School strengths	
<ul style="list-style-type: none"> • The Christian vision, enhanced by the vision of Embrace Multi-Academy Trust (the trust) drives leaders to make positive change. This enables pupils to become confident and articulate learners. • Strong, collaborative work and significant investment by the trust provides effective support, training opportunities and encouragement for wellbeing. This enables staff and pupils to shine. • Collective worship is well-planned and shaped by the Christian vision. It is enjoyed and valued by pupils and adults providing a time for reflection which enhances their spiritual growth. • The religious education (RE) curriculum is balanced and relevant to the pupils. Consequently, they demonstrate a broad and accurate understanding of a range of worldviews and faiths including Christianity. • Pupils show real care and concern for each other. This is modelled by the school leaders and staff through their support for pupils including those who are considered vulnerable. 	
Areas for development	
<ul style="list-style-type: none"> • Embed the school’s shared understanding of spirituality, strengthening the way it is intrinsically planned throughout the curriculum. This is to enhance adults and pupils’ spiritual development. • Broaden the range of opportunities for challenging justice. This is to extend the way pupils are independent and active agents of change. • Enhance the way governors monitor the impact of the Christian vision. This is to strengthen Arnesby’s effectiveness as a Church school. 	
Inspection findings	
<p>The school vision and Christian foundation are valued by pupils, staff and parents. Pupils and adults are ‘shining in their own way, even the teachers’. Leaders demonstrate clear understanding of the vision and its biblical basis. This is lived out by pupils and staff through carefully selected values. Being part of the trust significantly enhances the effectiveness of the school in living out its vision. The vision of the trust and the school seamlessly interlink to provide clear direction for school leaders. Leaders actively display the Christian vision and associated values in newsletters to ensure it is well-known and central to school life. Parents appreciate the way the school’s values resonate with how they want their children to develop. Governors are supportive of the vision and seek to be actively involved throughout the school. However, the extent to which their monitoring precisely focuses on the impact of the vision is inconsistent.</p> <p>Pupil voice is the driver for the recently implemented curriculum. School leaders have clear ways to check how well it is working for the benefit of the pupils. The school works hard to support pupils who</p>	

are considered vulnerable. Consequently, these pupils can access the curriculum and develop. The new spirituality policy has started to have an impact but this is early in its implementation. The trust has ably supported the school with this. Embedding spirituality throughout the whole curriculum is starting to enhance the pupils learning. Further training and support is planned to develop this work, however the impact of this is not yet clear. Breakfast clubs and after school activities enhance the learning and social opportunities for pupils.

The school has a stained glass window that is used as a focus for spirituality in collective worship. It helps the pupils and adults to 'look in, look out and look up'. Worship is comprehensibly planned for over the year. There is a regular pattern of it throughout the week. During the daily collective worship pupils sing joyfully and expressively. They clearly enjoy their time together and share what they remember from previous instances. Pupils and adults are invited to join in prayer. Both appreciate moments for reflection at these occasions. Collective worship 'gives space to think'. Anglican tradition and recognition of the seasons of the Church calendar ensure that the foundation of the school is upheld. Regular visits from the local clergy and services at significant points in the year enhance spirituality in the school. A unique highlight in the year is the pilgrimage from the school to the church in Shearsby at Pentecost. This helps cement a sense of community between the two villages which the school serves.

The leaders and the trust focus on ensuring adults and pupils are treated well. Pupils who are considered vulnerable are supported through the provision of a nurture room. Specialist staff enhance provision for pupils by ensuring that high quality advice is given to the school. This has a huge impact on pupils, which parents appreciate and acknowledge. For example, enabling pupils to dramatically improve their attendance and confidence. Arnesby prepares pupils well for the start of their secondary school education, sensitively acknowledging the large step this is from their small school. Pupils know who they can ask for help and feel able to do so. Pupils look after each other well. The leaders and staff from the trust help adults in school to fulfil their roles. They also recognise the need for a good work-life balance and endeavour to enable this. Further support for the spiritual development of staff comes through regular visits from the local clergy. This was initiated by the governors and enhances the spiritual well-being of adults at Arnesby. Staff have benefitted from this. School's support for both pupils and adults is being enhanced through the training of a senior mental health lead. The trust supports the adults well and is mindful of their work-life balance.

Pupils were inspired by 'Leicester Wombles' to start litter picking in the village. Caring for their environment in this way has been sustained over a period of time. Pupils are keen to take on roles of responsibility as they grow through the school. The active school council has a clear voice in the school community. They seek the views of other pupils and act upon them. For example, they arranged a board games evening for families following pupil suggestions. Pupils feel able to share their opinions on changes they would like because they know that they are heard. School further promotes justice and social responsibility through courageous advocacy weeks. Pupils learn about the lives of modern agents of change. However, the range of opportunities for challenging justice limits the way pupils are independent and active agents of change.

RE is thoughtfully planned so it caters well for the mixed age classes. This ensures a challenging and exciting RE curriculum. Pupils learn about a wide range of worldviews and faiths including Christianity. They have a good knowledge and understanding of the subject material they have been taught. This prepares them well for their future and the people they may encounter. Pupils experience increasing challenge as they move through the school such as high level vocabulary. They are eager to use this range of challenging vocabulary to explain and explore their learning. A whole school visit to a mosque was the highlight of many pupils' learning in RE. This hands-on experience had a positive impact on the pupils. Pupils have a greater appreciation of people because of their RE learning. For example, learning about how life events are celebrated by various faiths including Christianity helps them in this respect.



The inspection findings indicate that Arnesby Church of England Primary School is living up to its foundation as a Church school.

Information			
School	Arnesby Church of England Primary School	Inspection date	12 June 2024
URN	146602	VC/VA/Academy	Academy
Diocese/District	Leicester	Pupils on roll	39
MAT/Federation	Embrace MAT		
Headteacher	Ruth James		
Chair of Trust Board	Russell Andrews		
Inspector	Gavin Beetham	No.	C23/24