



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Barrow Hall Orchard Church of England Primary School

Church Street
Barrow upon Soar
Loughborough
LE12 8HP

Previous SIAMS grade: Outstanding

This inspection grade: Outstanding

Diocese: Leicester

Local authority: N/A

Dates of inspection: 3 March 2016

Date of last inspection: 30 March 2011

School's unique reference number: 140230

Headteacher: Jane McKay

Inspector's name and number: Marian Driver (116)

School context

Hall Orchard school is a larger than average primary school with 462 pupils on roll. The school converted to a stand alone Academy on 1st October 2013. Most pupils are of White British heritage. The proportion of disadvantaged pupils and those who have special educational needs is below average. The pre-school is managed by the governing body.

The distinctiveness and effectiveness of Barrow Hall Orchard as a Church of England school are outstanding

- The inspirational leadership of the headteacher, shared by staff and governors creates an inclusive Christian community.
- The impact of the Christian values on the life and the work of the school which influences decisions and behaviour.
- Well planned and creative acts of worship reflect the Christian foundation of the school leading to pupils' thoughtful responses.
- The link with the school in Ethiopia enriches the curriculum and prompts fundraising from the local and wider community.

Areas to improve

- Improve the action plan for RE and collective worship so that development points are timely and responsibilities for action clearly identified.
- Develop the outside environment of the school with the planned peace garden and artefacts which celebrate and reflect the Christian foundation of the school.

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

Hall Orchard School is known for the caring, supportive 'family Christian ethos'. The explicit school mission, aims and values of Courtesy, Awareness, Resilience and Empathy are at the heart of its Christian purpose and drive all development. They are clearly expressed in all documentation and demonstrated by the pupils' polite and respectful behaviour. One pupil describes his school as 'a mixture of kindness and happiness'. A focus on academic standards has led to improvement, with standards now often above national standards. Staff know children well and the care and guidance given by staff, enables most learners to make good progress and reach their potential. Each child is unique and valued as an individual. 'Lunch bunch' involving vulnerable children during the mid-day break, enables pupils to make different choices about behaviour and more readily access the curriculum. The Christian influence can be seen in many areas of the creative curriculum. Pupils of all ages have the opportunity to ask 'big' questions, write prayers and poems, compose their own thoughtful songs and express their ideas artistically. This has a significant impact on their developing spirituality. Parents talk of the exceptional support and integration of the pupils. They feel that their children are very safe and happy at this school. Staff talk of their own positive well-being and the 'buzz' of working in this school. They say that new staff are infected and enthused by the atmosphere. The school has a history of previous students returning, taking part in school sponsorship and volunteering for missionary projects. Pupils understand and appreciate the needs of the wider world. The teaching of Religious Education in a meaningful way is of high profile in this school. A range of first hand experiences makes RE meaningful. As a result, teaching of Christianity and that of other faiths 'comes alive' by visits to different places of worship and by visitors to school sharing their experiences. For example a visit from an Imam to a Y5 class helped them to understand more about the Muslim religion. A peace garden opened in response to the previous inspection has had to be removed due to building work but there are plans for it to be replaced.

The impact of collective worship on the school community is outstanding

Collective worship is an important part of the school day and is exciting and engaging for all. As part of a regular worship programme undertaken by ministers of Churches together in Barrow, the Anglican minister supports the values curriculum with biblical teaching, use of Anglican traditions and pastoral care. Pupils support a variety of Christian charities and are involved in projects in local churches. The dramatisation of bible stories involving staff members and children, make meaningful links with daily life so that key messages are easier to understand. Pupils have a good knowledge of bible stories and say that Bible stories in worship time help them to react to different situations in life. They recognise the importance of the teaching about Jesus and say that, 'Jesus can change your life and make you happy'. They know that Jesus was without sin and they try to be like him. Pupils have an awareness of the Trinity and one child explained it as, 'the Father who is like a father, the son who came to earth and the holy spirit who is most powerful and everywhere for all'. Prayer makes them feel calm and peaceful, ready to learn through the day. As a result of their experiences, they are able to contribute individually to prayer. Pupils' suggestion of introducing a prayer at the end of the day has been adopted. Pupils are supported to lead worship both in school and in church. They enjoy worship in church and use it regularly as a resource. This provides an introduction to the Anglican faith and practice. Celebrations of festivals and services are well supported and valued by parents. A staff led charity fundraising, started ten years ago by providing books and musical instruments to a school in Ethiopia has now led to reciprocal staff visits and the provision of practical resources, clothing and items needed. This spontaneous giving of money and time now embraces the local community of Barrow and beyond. Children respond by wanting to do things for others less fortunate than themselves and often suggest their own fundraising projects. Past students from Hall Orchard, inspired by the commitment of a staff member showing a living Christian faith, have joined in the visits to Ethiopia. Further long established links of fundraising for Rainbows hospice, food bank and hostel for homeless in the nearby area also continue. The evaluation of worship is an integral part of the schools monitoring cycle. Reflective observation by parents, staff governors and pupils provides

opportunities for discussion and the planning of improvements. Planned developments in collective worship and RE are listed but due to lack of detail regarding time and personnel involved, it is not clear how the monitoring and evaluation of the impact can be shown.

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

The headteacher provides a strong role model for all members of the school community, inspiring team members to work effectively to embed the Christian character of the school. She is well supported by a dedicated and experienced staff. The headteacher, governors and staff work in partnership to review aims and establish a clear vision of the school as a Christian community, based on Christian values. The governing body regularly review policies by making specific visits to the school to see policy in action. This accurate self evaluation provides effective feedback to others and suggests areas for discussion. As a result governors have developed a five year strategic plan. Parents recognise the good relationships within the school which affirm pupils' wellbeing and allow pupils to develop self confidence. There are well established links with the local church and the local and wider community. The incumbent makes a significant contribution to the school and is a familiar face around the school. The experienced RE/collective worship co-ordinator inspires and motivates staff and governors through regular updates and training provided through the Diocese. An example of this is Godly play which is now used effectively to inspire and provide an outlet for spirituality. Pupils often write their own prayers in response. They are able to talk about what they have learned and reflect on cultural and spiritual issues. Children have requested their own leadership project as an 'RE Council' wanting more opportunities to talk about issues.