

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

<b>Pencombe Church of England Primary School</b>	
Address	Pencombe, Bromyard, HR7 4SH
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Excellent

School's vision
<p>We will support our children to gain knowledge, perseverance, resilience, and the imagination to develop themselves spiritually, academically and socially; living out Christian values in order to have happy, fulfilling and considerate lives. We uphold the right of every individual to learn, be valued and to flourish.</p> <p>In God's Hands, we love, learn, grow and inspire.</p>
Key findings
<ul style="list-style-type: none"> <li>• Leaders, including governors, ensure the Christian vision drives all strategic decisions and actions. This is intrinsic to the school's development.</li> <li>• Pupils and staff are highly valued. Behaviour is good. However, the school's Christian character of forgiveness and reconciliation is not apparent in policies.</li> <li>• Pupils, staff and parents enthuse about the importance of collective worship in their lives. The deep and fulfilling spiritual development for all is evident. However, pupils do not independently plan and lead worship.</li> <li>• The innovative curriculum offers pupils a chance to look beyond themselves to gain an understanding of disadvantage and injustice globally. Opportunities for pupils to engage in social action are yet to be developed.</li> <li>• Exemplary leadership of religious education (RE) has created an effective curriculum that is both extremely engaging and deeply challenging. As a result, all pupils make excellent progress.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Ensure policies reflect the school's vision, in line with the distinctively Christian actions of forgiveness and reconciliation shown by leaders.</li> <li>• Increase pupils' independence in planning, delivering and evaluating worship to gain a greater understanding of all that worship entails.</li> <li>• Build on opportunities for pupils to challenge injustice, enabling them to become agents for change.</li> </ul>



## Inspection findings

Christian hospitality offers a loving, friendly welcome to all, at this delightful school. The Christian vision which was recently created through deep discussion is theologically rooted in the parable of the Mustard Seed. It encapsulates the commitment from leaders to grow the school as a Church school. All those associated with the school are able to explain how the vision ensures everyone blossoms, grows and flourishes. The lived-out vision has a significant impact on the community. One parent commented, 'I am blown away by the school because of the transformational change in my son.' Highly effective partnerships with the church, the diocese and the federation enhance the life of the school. All staff are given comprehensive training. As a result, staff flourish. One staff member reflected, 'Because of the underlying value of Christian kindness, promoting growth is always supported.' Through monitoring visits and surveys, governors know the school and understand the impact of the vision on school improvement. Consequently, strategic decisions made by leaders, including governors, improve outcomes for pupils.

The Christian vision inspires the inclusive, innovative curriculum. The school's nurturing inclusion practice supports effective teaching and learning, ensuring all pupils develop spiritually, academically and socially. The breadth of extra-curricular activities further builds on pupils' experiences to ignite their imagination and to gain knowledge, perseverance and resilience. Adults facilitate pupils' ideas resulting in such activities as the bespoke animation club. Therefore, all pupils, including the most vulnerable and those with additional needs, flourish in their learning. Woven into the curriculum is a range of opportunities to extend pupils cultural experiences. These include learning about inspirational people with autism and from different cultures, faiths and genders. Resources and displays clearly promote diversity. Exploring global issues helps pupils gain knowledge of deprivation and the exploitation of nature, enabling them to challenge injustice. However, opportunities for them to be agents for change are less evident. Pupils' actions of respect, hope and friendship towards others are clearly driven by the school's Christian values. Adults comment how pupils treat the local elderly community with immense dignity and respect, at the school's regular coffee mornings. Curricular activities also promote pupils' spirituality by enabling them to look beyond themselves by exploring spiritual questions. Demonstrating fulfilment, one pupil stated, 'Everyone who comes to reception starts small and grows not just physically but in mindset and creativity.'

The vision is at the heart of the loving relationships and deep connections between all members of the school community. Committed leaders emulate God's love to ensure the Christian vision supports the good mental health of adults and pupils. Adults model how to discuss differences and how to move forward through forgiveness and reconciliation. Hence, pupils naturally demonstrate caring, kind and resilient behaviours. Illustrated by one pupil saying, 'Forgiveness is easy as we are one big family.' Parents enthuse how older children help and look after younger ones. However, these restorative practices are not clearly reflected in the policies. Staff have completed trauma and mental health training to ensure all pupils are supported to build resilience. Leaders regularly monitor the impact of the vision and values on positive wellbeing. Pupils talk to governors about keeping themselves safe online at school and at home. This is strong verification that the vision has a positive impact on good mental health and flourishing for all.

All collective worship is inclusive and invitational, with one pupil stating, 'You do not need to be religious to be spiritual.' Worship flows from the vision and supports pupils understanding of the liturgical year and the Trinity. Pupils know a breadth of Bible stories and clearly articulate how the teachings of Jesus impact on their own lives. All classrooms contain




worship areas focusing on a Christian value, a Bible story, reflection and prayer. Pencombe Prophets help with ideas and with the organising of daily worship. However, opportunities for pupils to plan, lead and evaluate worship are limited. One special element of worship is the weekly school community service in the church. Led by the local vicar, the weekly worship is a rich spiritual opportunity for pupils, staff, parents and governors. Anglican response to prayer is an embedded part of the service, with communion offered regularly. Parents say, 'Wednesday worship' is at the heart of their community and is the glue that binds them all together. Surveys completed by all stakeholders demonstrate how highly collective worship is valued and enjoyed by pupils and adults.

Excellent RE teaching and learning is skilfully developed by the expertise of the creative and extremely well informed subject leaders. RE teaching resources are cleverly interwoven with the Hereford Agreed Syllabus to ensure a richly engaging and highly challenging curriculum. All groups of pupils, including those with special educational needs and disabilities (SEND) succeed in their RE learning. Pupils eloquently articulate the importance of gaining knowledge of a range of faiths and worldviews. One pupil passionately stated, 'More knowledge means you understand people's feelings and how they think.' Pupils consistently apply their learning through demonstrating a resolute respect for diversity, both within their community and beyond. Christianity is expertly taught as a world faith. Thus, enabling pupils to discuss enthusiastically how Christians' worship internationally, in places such as Africa and Ukraine. Even the very youngest pupils can make links and recognise sacred places of worship from around the world. Visits to places of worship deeply enhance pupils' knowledge. Hence, religious literacy demonstrated by pupils is quite astounding. The RE leaders contribute to the work of moderation with the diocese, the federation and a network of schools. This strengthens leaders assessment knowledge, enabling teaching to be tailored to the needs of each individual. As a result, it informs teachers of next steps and accelerates pupil progress.

The deeply Christian vision underpinned by the parable of the Mustard seed, encompasses all that is Pencombe. This small school, allows love to grow every unique individual into a flourishing, fulfilled person. Christian values of respect, love and forgiveness unites this community in being kind, caring and considerate to all.



	The effectiveness of RE is		Excellent	
	<p>The excellent planning of RE across mixed year groups supports inspirational teaching, resulting in exemplary learning. Pupils reflect deeply and think critically during RE lessons, feeling safe to explore their own beliefs and those of others. Leaders closely monitor how the right for every individual to learn, be valued and to flourish in RE is upheld. This ensures leaders, including governors, confidently know that all pupils, including those with additional needs, make outstanding progress in RE.</p>			
Information				
School	Pencombe Church of England Primary School	Inspection date	15 March 2023	
URN	116907	VC/VA/Academy	Voluntary aided	
Diocese/District	Hereford	Pupils on roll	62	
Executive Headteacher Head of School	Elizabeth Orton Victoria Goodman			
Chair of Governors	Chris Hayes			
Inspector	Beverley Roberts	No.	2122	