

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Harbury Church of England Primary School

Vision

‘Let us not love in words or speech but with actions and in truth’. 1 John 3:1-8

Deeply rooted in the wisdom of Christian teaching, the value of love permeates every aspect of the school community, serving as the guiding principle for all that we do. In our school Bible story, the Parable of the Sower, if a seed falls on nutritious soil, and is given light and water, it can thrive and reach its full potential. We are like God’s soil nurturing each seedling to grow. We are committed to providing a rich and diverse education where every child can flourish. We are committed to fostering an environment where love is not just spoken, but lived out daily, inspiring all to love, learn and grow in harmony.

Our Christian values are love, collaboration, perseverance, thankfulness, trust, inclusion and forgiveness.

Harbury Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The Christian vision empowers leaders’ actions, enabling pupils and adults to flourish. The living out of the vision creates a rich and powerful sense of fellowship which binds the school community together.
- Guided by the vision, relationships across the school are deeply rooted in love. Adults unconditionally model this in their interactions with pupils and each other.
- Collective worship creates a profound sense of belonging. Opportunities to reflect create moments that underpin the spiritual life of the school and enrich pupils and adults spiritually.
- Religious education (RE) has a high priority on the curriculum. It is well led, challenging and relevant. This comprehensively enhances pupils’ understanding of Christianity as a global worldwide faith.
- The biblically rooted vision and associated values anchor and shape the bespoke curriculum. Leaders effectively identify barriers to learning and successfully ensure that provision is tailored to meet individual pupil need.

Development Points

- Expand pupils’ understanding of justice. This is to enhance the way that they can independently, and actively, use their sense of personal responsibility to support others.
- Broaden pupils and adults’ comprehension of the school’s approach to spirituality. This is to help them to express the impact of planned and spontaneous experiences for spiritual development on them.



Inspection Findings

Vision and Leadership

Conscientious leaders faithfully live out the biblically inspired Christian vision. As a result, this is a school shaped by love where nurturing leaders enable flourishing of pupils and adults. It is central to the deeply formed relationships that the school has with the local church and community which enrich life at Harbury. Sculpted by the vision, leaders have created a learning environment where pupils and adults are cherished for who they are. Through this, there is an ambitious culture of 'lifting barriers' to ensure that pupils' needs are met. Leaders have fostered a nurturing learning environment in which 'love in action' is a constant reference point for their decisions. Their motivation to meet the needs of the most vulnerable members of the school community is steadfast. Inspired by the vision, leaders and staff ensure its biblically rooted words come alive in the impact it has on pupils and adults. Parents benefit from unfailing support at times of personal difficulty. Harbury's vision aligns closely with that of the multi-academy trust (MAT) inspiring a shared drive towards collaboration in which pupils thrive. Through trust led training and networking opportunities, the vision enables staff to grow and develop. The relationship with the diocese is well established and proactive. Partnerships with the local church foster a close bond which strengthens the school's Christian foundation.

Vision and Curriculum

The vision and associated values anchor and shape the curriculum. Pupils are encouraged to 'love, learn and grow together'. Inspired by the parable of the sower, they see themselves as 'seeds in the soil' with the school providing 'God's good soil'. This supports the way that they show 'love' towards themselves and their learning. Aware of the context of the school, leaders ensure there is an emphasis on widening pupils' understanding of diversity. Woven into the curriculum are opportunities for pupils to 'love others'. They learn what it's like to be a pupil in their paired school in Bo, Sierra Leone. From a diversity project, pupils broaden their understanding of issues such as racism. Enrichment activities enable pupils, including those considered vulnerable or those with additional needs, to discover and develop their talents. The vision drives a listening culture where pupils and their families are known, heard and valued. As a result, they grow. Opportunities for spiritual development are incorporated into the curriculum. These offer time for them to reflect and encounter a sense of wonder. However, pupils and adults' understanding about spirituality is limited. This hinders the way that they can express the impact of these experiences on them.

Worship and Spirituality

Collective worship, rooted in the school's vision and values, is intrinsic to the life of the school. It offers meaningful opportunities for stillness, reflection and connection by broadening the range of worship experiences that pupils and adults encounter. A strong partnership with the local church enriches worship, enhancing pupils and adults' spiritual development. For example, the story of Jonah and the whale reminds them not to run away from the truth. Opportunities to sing are uplifting and joyful creating a sense of togetherness which elevates spiritual connections. Pupils think deeply in response to worship. A pupil remarks, 'it gives me a new set of eyes to see the world differently and love others'. Consequently, it makes a significant contribution to their spiritual development. Celebration worship provides valued time for the wider community to come together. It is a time to recognise and celebrate the ways that pupils live out the Christian vision and values. This inspiring gathering strengthens the way in which they are lived out in daily life.

Vision and School Culture

Rooted firmly in the vision, leaders have developed a culture in which pupils and adults are treated well. Key to this are the positive relationships which are expressions of 'love in action'. Provision for the wellbeing of pupils and adults enables them to develop and grow. Emotional support provided by skilled staff is particularly valuable to pupils when they face challenging times. For example, they participate in 'sensory circuit', encouraging stillness and calm. As a result, they grow in confidence because adults listen and help them work through



problems. When conflict occurs, staff use a restorative approach that helps to repair relationships. Consequently, pupils are enabled to start afresh. Staff wellbeing is strengthened through open communication and a culture of mutual care. A strong sense of belonging, consideration of workload and effective support help staff feel cared for and valued. School and trust leaders create an aspirational culture where professional development is encouraged, recognising strengths and nurturing ambition. Demonstrating, 'love in action', staff respond quickly to families when they face difficulties. Parents value this and the compassionate support that staff show enabling pupils to flourish.

Vision, Justice and Responsibility

Pupils have a keen sense of responsibility, and their initiatives demonstrate the vision of 'love in action'. A myriad of fundraising activities exemplify this. Modelling Christian values, they earnestly undertake a variety of leadership roles such as membership of the school council. Demonstrating love for God's world, the earthworms group enthusiastically help tend the school garden. They have expanded their work through their support of the recent 'community garden' event and are eager to provide swift boxes. Pupils' sense of responsibility towards others is widened through contacts in places such as Ukraine and Sierra Leone. However, they have a limited understanding of justice and the ways that they can independently challenge injustice. With guidance, they have begun to recognise how they can take action, but this is at an early stage.

Religious Education

Pupils flourish in RE because leaders have established a cohesive and challenging curriculum. Led with considerable expertise, it nurtures their spiritual curiosity and connects learning to belief and life. The carefully sequenced curriculum supports the way that pupils gain a comprehensive knowledge of major faiths and worldviews. In particular, they have a secure understanding of Christianity as a diverse and global faith. They confidently identify similarities and differences noting that, 'even though the layout of church buildings and prayers are different, they are still Christians'. Planned opportunities to visit places of worship, such as the Gurdwara, enrich their understanding of beliefs. The curriculum expands on this with opportunities for pupils to encounter people of faith. In this way, they expand their understanding of the different ways that people live out their views and beliefs. Ongoing training from the trust and diocese provide high quality staff development strengthening teachers' subject knowledge. Through regular monitoring, leaders, including governors, have a detailed knowledge of RE provision. Outcomes from their evaluation guide their ambitiousness to support its continuing development.

Information

Address	Mill Street, Harbury, Leamington Spa CV33 9HR.		
Date	30 June 2026	URN	149291
Type of school	Voluntary controlled	No. of pupils	201
Diocese	Coventry		
MAT	Arden Forest Church of England Multi Academy Trust		
MAT Chair	Nick Moon		
Headteacher	Lucy Bosley		
Chair of Governors	Mark Kemp		
Inspector	Sally Kaminski-Gaze		