

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

### Greens Norton Church of England Primary School

Calvert Road, Greens Norton, Towcester, Northamptonshire NN12 8DD

<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Peterborough</b>
Previous SIAMS inspection grade	Good
Local authority	Northamptonshire
Name of multi-academy trust	Peterborough Diocese Education Trust
Date of inspection	14 June 2017
Date of last inspection	July 2012
Type of school and unique reference number	Academy 121974
Headteacher	Helen Smith
Inspector's name and number	Janet Northing 792

#### School context

The school is much smaller than the average-sized primary school with 134 pupils currently on roll. The majority of pupils are White British, with a lower-than-average proportion of pupils from minority ethnic backgrounds. The proportion of pupils with a special educational need and/ or disability is below the national average. The number of pupils supported by the pupil premium funding is lower than other schools nationally. The headteacher joined the school in September 2013. The school became a member of the Peterborough Diocese Education Trust (PDET) in March 2017.

#### The distinctiveness and effectiveness of Greens Norton as a Church of England school are good

- Leaders at all levels promote Christian values that enhance the Christian character of the school and their impact is evident in much of its corporate life.
- Links with St. Bartholomew's Church are mutually beneficial and enrich learners' experience of life as a spiritual journey and the part that faith can play.
- Regular experiences for prayer and reflection during the school day and in collective worship support pupils' spiritual development.
- Pupils benefit from teaching and learning in religious education (RE) that links well with the school's Christian values and supports their spiritual, moral, social and cultural (SMSC) development.

#### Areas to improve

- Put in place a clear and inspiring Christian vision that promotes and celebrates the continuing progress of Greens Norton as a Church of England school.
- Deepen pupils' appreciation that Christianity is a worldwide faith and their experience of diversity and difference within the worldwide Christian Church, and other faith communities.
- Extend the role of the pupil worship group by involving them in the regular monitoring and evaluation of collective worship to promote pupils' further engagement.

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

A welcoming and inclusive Christian ethos permeates the school. This is underpinned by six core Christian values that inform many aspects of school life. Pupils are able to link these values to biblical teaching and recognise how they guide them in their decision-making. For example, Key Stage 1 pupils relate the Old Testament story of Noah's Ark to the need to respect God's creation and to care for it. Similarly, learners articulate the positive impact of the values on their behaviour. A Year 2 pupil stated that, 'They help us with everything, especially in being honest when we have made a mistake and telling the truth.' Similarly, staff act as positive role models for learners in the way they live out and promote the school's Christian values. The Christian ethos contributes significantly to the creation of a safe learning environment that encourages pupils to take responsibility for their own learning journey. As a consequence, pupils exhibit perseverance when learning is challenging and are more prepared to take risks. The Christian character of the school impacts positively on standards of academic achievement for all groups of learners. These are currently at least in line with the national average in writing, mathematics and reading at the end of Key Stage 2. The school's Christian ethos impacts positively on attendance which is well above the national average. This indicates that pupils are keen to be in school and that the pastoral support in place for families is effective in securing high levels of attendance. The school is committed to the development of the whole child and pupils know they are valued as unique individuals made in the image of God. This belief underpins the school's focus on each child's personal development and wellbeing, supported through a good range of extra-curricular experiences. These include a range of sporting and creative initiatives, as well as a Lent club in the spring term. Good teaching and learning in RE, particularly in Christianity, supports the Christian character of the school. In addition, the positive influence of RE on SMSC development is evident in the way pupils put the Christian values into action. For example, in the nurturing and responsible way the older pupils interact with the younger pupils. Through the curriculum as a whole, pupils learn about the richness of cultures other than their own. However, pupils' awareness that Christianity is a multi-cultural world faith is not well developed. Similarly, their experience of diversity and difference within the worldwide Christian Church, and other faith communities is limited.

## **The impact of collective worship on the school community is good**

All members of the school community value collective worship and articulate the impact it has on them as individuals and as a corporate body. Anglican tradition is a feature of the school's worship and serves to make explicit the links between church and school. As well as exploring the Christian values, themes for collective worship focus on the Christian liturgical calendar in celebrating major festivals. As a consequence, pupils readily articulate their understanding of the importance of Easter for Christians. A Year 4 pupil expressed that, 'It is a time when Christians celebrate that Jesus died and rose from the dead. This means we can experience new life when things have gone wrong.' The school has introduced a trinitarian liturgy at the start of collective worship involving the placing of a cross, Bible and candle on the table with responsorial prayers. This is supportive of pupils' understanding of God as Father, Son and Holy Spirit which is at an age appropriate level. Pupils speak of worship as, 'A time to be still and invite God into our space.' Learners recognise the importance of Jesus Christ in worship and know that the lighted candle represents his presence as the light of the world. Space for prayer and reflection is evident during worship and also at other times of the school day.

Each class has a prayer book containing prayers written by the pupils. They take turns to read a prayer at lunchtime, as well as at home time. Some pupils use prayer in their own lives and give examples of the ways in which they feel that God answers their prayers. Pupils value the reflection area in the reception area of the school as a place to be quiet and think. Clergy support the headteacher in planning worship. Staff and a range of visitors, including clergy from St. Bartholomew's Church, lead worship in school on a regular basis. In addition, pupils from each class lead the Sunday morning service in church six times per year. This, along with the establishment of a worship group involving Year 5 pupils demonstrates good progress from the last inspection. Monitoring and evaluation involves a range of stakeholders and is effective in identifying aspects for on-going improvement. However, pupils are not yet routinely involved in the monitoring and evaluation of worship on a regular basis. Parents show their support of worship, attending church with their children and Friday worship in school. Clergy from St. Bartholomew's provide Prayer Spaces that further support pupils' spiritual development and their appreciation that life is a spiritual as well as physical journey. In their response to worship, learners are generous in their support for others who are less fortunate. This results in fundraising for a range of local, national and global charities. Pupils link their support for a range of charities to following the example of Jesus Christ. A pupil in Year 4 commenting on this said, 'Jesus shows us how to be kind and generous, so we have to be like him.' The timing of worship at the end of the school day provides a calming and reflective conclusion.

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

Leaders consistently articulate the impact of the school's core Christian values on the life of the school. The chair of governors expresses the overarching vision of leaders that, 'God is seen to be at the heart of everything that happens in school.' As a consequence of the school's Christian ethos, learners make good progress and attain standards that are at least in line with the national average in all areas of the curriculum. Leaders invest in continuing development for staff and governors through accessing training offered by the Diocese of Peterborough. For example, the RE subject leader although new to the role this academic year, has accessed training in Understanding Christianity. Her input is already leading to increased staff confidence in delivering RE, improvements in RE practice and outcomes for pupils. RE and collective worship meet the statutory requirements of entitlement. The school develops those with the potential to be church school leaders of the future. This is evident in the recent departure of the assistant headteacher to take up a post as head of school at another church school in the diocese. Meetings of the full governing body commence with prayer, and governors can give clear examples of strategic decisions that are underpinned by the school's Christian values. This is most evident in the school's decision to join PDET, demonstrating the school's intention to further strengthen the impact of its Christian distinctiveness. Governors carry out monitoring and evaluation of the school's Christian character, RE and collective worship. This results in the identification of specific improvement targets for inclusion in the school development plan, demonstrating good progress since the last inspection. Parents are appreciative of the school's family feel and contribute to its life through becoming parent governors, fundraising and supporting as parent helpers. Links with St. Bartholomew's Church are mutually beneficial and make a significant impact on pupils' understanding of the role of the church in their local and wider community. The school is involved in the life of the community and vice versa. For example, the local Women's Institute run a craft club for pupils and the school is supportive of the village fete.

Although the school has six core Christian values, it currently lacks a clear written Christian vision to inspire all stakeholders in the continuing pursuit of excellence.

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