

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Great Addington Church of England Primary School			
Address	Woodford Road, Great Addington, Kettering NN14 4BS		
Date of inspection	13 November 2019	Status of school	Academy inspected as Voluntary Aided Peterborough Diocese Education Trust
Diocese	Peterborough	URN	141462

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Good

School context

Great Addington Church of England Primary School is an academy within Peterborough Diocese Education Trust (PDET). There are 104 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The headteacher has been in post for 15 years, recently reducing his role to four days a week and supporting PDET on the fifth day. A new deputy headteacher was appointed in September 2019.

The school's Christian vision

'Our love should not be just words and talk, it must be true love, which shows itself in action.' (1 John 3:18)
Our School is a family community where everyone learns to love and is truly valued. Each unique individual makes a valuable contribution to the school and collectively, as courageous advocates, promote positive change in our villages and global community. Together we flourish through enriching experiences, mutual encouragement and outstanding teaching.

Key findings

- This is an outward-looking school, whose explicitly Christian vision of 'true love in action' permeates every aspect of school life. It contributes richly to the strong spiritual flourishing across the school.
- The headteacher leads by example and his sense of vocation is visible in how he unapologetically lives out his Christian faith in the service of this school. This is recognised and valued by all stakeholders.
- The quality of leadership and governance are real strengths. The school's Christian vision deeply influences strategic decision-making, policies and practice at all levels.
- Collective worship is a cherished, embedded part of daily school life with all stakeholders regularly enjoying the opportunity to worship together. There are supportive, mutually productive relationships with both the diocese and local churches.
- Standards of teaching and learning in religious education (RE) are good across the school. RE is not yet excellent because further time is required to embed the new diocesan syllabus, develop assessment practice and evaluate the impact this has on pupil outcomes.

Areas for development

- To embed the new syllabus for RE. To establish and embed robust assessment of pupil attainment and progress in RE.
- To further develop the use of areas for reflection in and around the school grounds, to provide opportunities for pupils to build upon reflective moments arising across the whole curriculum.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The school's deeply theological Christian vision of 'true love in action' is experienced immediately on entering the school, from the openness and warmth of the welcome to the hospitality received. This is evident in the quality of relationships extending across the whole school community. As one Key Stage 2 pupil reflected 'It is not actually the building; it's actually people inside it that make this school special.' This ethos stems from the school's Christian headteacher who is an exemplary role model for others. All stakeholders recognise and value his sense of vocation in the service of this school and the impact this has, through living out the school's vision and values in enabling pupils and adults alike to flourish.

Leadership is characterised by integrity, enthusiasm and an unswerving commitment to the explicitly Christian vision for the school. The vision sets the strategic and operational direction of the school. This creates an environment that is both loving and relentless in its pursuit of growth for all. Effective staff induction and high quality professional development is prioritised. Through a bespoke induction programme, the new deputy headteacher has embraced and promoted the Christian vision of the school. This is a tangible example of the high value attached to staff professional support and wellbeing, enabling them to flourish in their various roles. Governors, through their proactive, hands-on approach have a thorough insight into the school and of stakeholders' views of the school. They have worked hard to address the recommendations from the previous inspection and establish a robust process of self-evaluation to gauge the effectiveness of the school as a Church school.

The school lives out its Christian vision and values through proactively forging sustainable, supportive, mutually productive relationships and partnerships with key stakeholders. The school has strong partnerships with schools within the multi academy trust, the diocese and local churches. It works collaboratively through peer reviews, moderation of work and staff training, building up expertise to help and support each other to grow as effective Church schools.

Invitational collective worship is the heartbeat of the school. It is a cherished, spiritually engaging experience that takes place in school and within the Addingtons' churches. It inspires a range of responses in pupils and adults alike. The special relationship between church and school supports mutual flourishing, evident in the depth of commitment on both sides of the partnership. Collective worship offers a rich spiritual experience that is inclusive of all. This is achieved through a diversity of approaches such as live music, drama and biblical stories, with a variety of leaders including children, staff and clergy. A group of pupil worship leaders regularly meet with Reverend Pauline to plan and evaluate collective worship. As one pupil put it, they enjoy 'decoding' the parables, helping them to articulate the relevance of faith in their own lives and the contemporary world.

Pupils' spiritual flourishing is particularly well supported through the strong Christian ethos and the depth of provision within collective worship and RE. Pupils recognise that the vision and school values of love, care, respect, excellence and forgiveness are the fundamental foundation of their spiritual journey through life. One pupil explained that the values 'help us to live the way God wants us to'. Pupils proudly explained how recording their actions in their personal 'values passports' helps them to live out the school values. Pupils look beyond themselves and actively strive to improve the lives of others and the local and global environment. They feel empowered to speak out, taking an active, often ambitious and enthusiastic role in social action both individually and collectively as courageous advocates. Pupils are able to link their actions to the teaching of Jesus Christ. One Year 3 pupil having witnessed the impact of life-controlling problems in young people locally, felt compelled to help the charity 'Teen Challenge UK' – the Good Samaritan. The school supported this through their harvest festival donations. The school recognises the need and potential of developing areas within the school and grounds to afford pupils further opportunities and space for reflection.

The school provides pupils with a broad and balanced curriculum shaped by its Christian vision and enriched by regular school visits and extra-curricular activities, including sport. These are made possible by the provision of two school minibuses provided by the parents' group. The rich curriculum successfully meets the academic needs and holistic development of all pupils. Vulnerable pupils, including those with additional learning and personal needs, are nurtured and supported to flourish academically. Pupil attainment at the end of Key Stage 2 is well above national averages with positive progress scores in reading, writing and maths.

The school's Christian ethos and values support all members of the school community in living well together. All are welcomed into the caring, inclusive family and treated with dignity and respect as people created in God's image. Relationships between all members of the school community are mutually supportive and all feel confident to express their views and concerns. All staff feel truly valued and supported by school leaders and each other. Consequently, staff turnover is low. Pupils' mental health, wellbeing and behaviour are exemplary. Any conflicts that do arise are dealt with in a way that reflects the articulated Christian vision through reconciliation and forgiveness. Parents are extremely appreciative of the school's supportive ethos, the attentiveness that staff pay to children and their receptiveness to the needs of individual children. They value the accessible family support that is readily available when needed and excellent lines of communication between home and school. One parent remarked, 'Parents are genuinely in love with the school at a deep level.'

All pupils enjoy RE and demonstrate good levels of engagement and religious literacy. Through effective curriculum planning, RE provision reflects the *Church of England Statement of Entitlement for RE*. Teachers are undergoing professional development provided by the diocese to ensure they make maximum use of 'Understanding Christianity' to deepen pupils' knowledge and understanding, enabling them to flourish. Pupils are able to engage with religious text and theological ideas. For example, a pupil in Year 3/4 recalled from the Bible, the covenant God made with his people, explaining how Abraham was feeling when he said 'Abraham followed God's instruction because he trusted God wouldn't lie to them.' Pupils' engagement with a range of world religions and worldviews is well supported by visits to religious places of worship providing pupils with valuable first-hand experiences.



The effectiveness of RE is Good

Whilst teaching and learning in RE is currently good, the school has the capacity to be excellent. All groups of pupils make good progress. The school needs time to embed, monitor and evaluate the impact of 'Understanding Christianity' in supporting teaching, learning and assessment across the school.

Headteacher	Richard Meekings
Inspector's name and number	Fiona Wilce
Quality assurance	Lyn Field 151