

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

### Terrington Voluntary Aided Church of England Primary School

<b>Address</b>	North Back Lane, Terrington, York. YO60 6NS		
<b>Date of inspection</b>	11 March 2019	<b>Status of school</b>	VA primary
<b>Diocese</b>	York	<b>URN</b>	121616

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

#### School context

Terrington is a primary school with 40 pupils on roll. All pupils are of White British heritage. There are no pupils who speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national average. The proportion of pupils who have special educational needs and disabilities is above the national average. Since the previous inspection the governing body has federated with Foston Primary School and there have been significant staff changes in the last year.

#### The school's Christian vision

Commitment to inclusivity and affirmation of diversity are rooted in the words of St Paul who wrote, 'The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control' (Galatians 5 v 22-23). These Christian values are fostered in the pupils and staff building an ethos where all can flourish.

#### Key findings

- The school lives and breathes the values encapsulated in the fruit of the Spirit. This leads to a strong sense of family and pupils who are confident and resilient.
- The innovative approach to the curriculum reflects the school's commitment to inclusivity and diversity ensuring all pupils are valued, nurtured and make at least good progress.
- Collective worship lies at the heart of the school. It has a very positive impact on pupils' spiritual development and understanding of the Christian faith.
- Religious education (RE) expresses the school's commitment to inclusivity and diversity through effective curriculum planning and creative approaches to pedagogy.

#### Areas for development

- Articulate a comprehensive understanding of the Christian vision as affirmation and celebration of inclusivity and diversity so that it drives all strategic decision making and policies.
- Establish a shared understanding of spirituality as seen through the lens of the Christian vision so that inclusive and diverse provision for spiritual development meets the needs of everyone in the school community.
- Use the new approach to assessment in RE to support planning so that all pupils make expected or better progress and higher prior attainers are challenged.

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 principles of commitment to inclusivity and affirmation of difference lie at the heart of this school. Leaders, including governors, understand their local context well, and this shapes the distinctively Christian approach to the education of all in their care. These principles drive many policies and some of the strategic direction of the school. This is summarised in the school strapline 'Love, learn and grow together' which is underpinned by an understanding of all pupils and adults as unique and valued by God. Pupils and adults have a strong sense of the school as a close family where everyone is seen as equal. The school's decision to extend the nursery and actively welcome pupils with disabilities and learning difficulties reflects its commitment to inclusiveness. At present, these principles are not comprehensively or clearly articulated as a Christian vision, however they are lived and breathed through the expression of the fruit of the Spirit. These Christian values are firmly embedded and impact positively on the whole school community. The school's self-evaluation is accurate and recommendations from the previous inspection have been met in full. Governors provide challenge and support in relation to Church school improvement. Leaders ensure all staff, including a newly qualified teacher, understand what it means to work in a Church school. Very effective use is made of diocesan support and the partnership with Foston Primary School. This has led to more robust monitoring resulting for example in the development of the role of pupil worship leaders.

Inclusivity and diversity drive the school curriculum establishing innovative and creative practice. This leads to good or better outcomes for all pupils. The specific needs of vulnerable pupils are met thoughtfully and compassionately enabling them to thrive. Learning is deeply personalised and pupils have ownership of Fantastic Friday enrichment days which are rooted in their interests. Forest schools and a world religions day provide meaningful ways for pupils to develop teamwork, resilience and an understanding of others' worldviews. Pupils are naturally curious and approach new situations and ideas with open minds. Provision for spiritual development is good. Pupils confidently use reflective spaces linked to the fruit of the Spirit and ask questions about faith. However, there is no shared understanding of spirituality which distinguishes it effectively from moral development or values. Some staff and pupils talked about being 'on a journey' but this was not clearly articulated by all.

The development of character is central to the school's focus on the fruit of the Spirit. This is exemplified through behaviour policies, specific interventions, mental health support and a growth mindset. Aspiration and hope for every child and adult are at the heart of the school ethos. Vulnerable pupils are provided with a safe space to flourish. Opportunities for the pupils to be advocates of change are comprehensive. Pupils are inspired to lead initiatives to bring about justice locally, nationally and globally. This is demonstrated through fundraising for charities which develop love for God's creation, as well as supporting the elderly in this rural community.

By living out the fruit of the Spirit, the school ensures that everyone is able to live well together. Pupils resolve conflict by referring to the values of love, joy, peace, patience and self-control. The approach to behaviour develops mutual trust and respect between all members of the school community. The small size of the school ensures that everyone knows each other. Pupils have friendship groups across the Federation which span age ranges, and this embeds the sense of family. They actively look out for and support one another. Difference is celebrated within the school, for example, by pupils learning sign language and through engagement with visitors and visits. The school has a robust and pro-active approach to good mental health. Policies and personnel to support pupils and staff are well embedded into the life of the school. Leaders are approachable and new staff feel well supported. The school provides a place of warmth and safety. Parents feel embraced and included, secure in the knowledge that their children will be nurtured and loved.

Collective worship contributes significantly to the pupils understanding of inclusivity and diversity as well as being an important expression of the fruit of the Spirit. Pupils and adults regard worship as invitational and inspiring. It provides a space for all to listen, reflect and learn from one another and about the Christian faith. An exceptionally confident pupil worship group plans, leads and evaluates worship regularly. This results in innovative, imaginative and very inspirational worship for the whole community. Pupils embrace acts of worship wholeheartedly and this has a positive influence on their daily lives. For example, pupils compared the nature of God to the vastness and mystery of the oceans and reflected on how they might care for the fish in the sea. Prayer is a central and natural part of school life. Pupils have a comprehensive understanding of confession and

forgiveness. Worry boxes and sorry strings have been developed by pupils to enable all to express their prayer requests. Most pupils have a good understanding of the nature of God as Father, Son and Holy Spirit. They connect this appropriately to Christian practices. Anglican faith and practice are well understood by pupils through the use of gathering, engaging, responding and sending as well as awareness of the seasons of the Church year. Despite an interregnum, the school has maintained links with the local parish church and other Christian denominations enabling pupils to experience and appreciate a range of worship styles. Statutory obligations are met.

RE exemplifies the school's passion for celebrating diversity and difference by enabling all pupils to hold balanced and well-informed conversations about religions and beliefs. The curriculum reflects the Church of England Statement of Entitlement and the Diocese of York Syllabus. Emphasis is placed on helping pupils understand Christianity as a diverse global faith and learning about the Muslim and Sikh traditions. This ensures pupils understand core Christian beliefs and practices as well as having knowledge of the ways in which religions and worldviews influence cultures across the world. The introduction of Understanding Christianity has led to improvements in teacher confidence enabling pupils to work at greater depth and ask deeper theological and philosophical questions. Pupils competently use a range of religious language in their learning. Assessment processes are in development. However, pupils respond well to verbal and written feedback and are aware of how to make progress.



**The effectiveness of RE is Good**

Teaching and learning in RE is most effective when the learning journey is clear to pupils and the lessons are well differentiated to meet the needs of a diverse ability and age range. All teachers demonstrate creative approaches to pedagogy and highly skilled questioning techniques. This enables pupils to engage deeply with Christian teachings and practices and to develop their reasoning and interpretation skills across all Key Stages. Pupils make good progress in Early Years Foundation Stage, Key Stage 1 and lower Key Stage 2. However, pupils in upper Key Stage 2 are not consistently challenged and therefore expectations are not always met.

Headteacher	Sarah Moore
Inspector's name and number	Kathryn Wright 436