

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Ellingham Church of England Primary School			
Address	Ellingham, Chathill, NE67 5ET		
Date of inspection	22 March 2019	Status of school	VA primary
Diocese	Newcastle	URN	122289

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	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

Ellingham is a primary school with 72 pupils on roll. The school has a very low level of religious and cultural diversity and 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 (SEND) is above national averages. Since the previous inspection the school has changed status from a first to a primary school. The school was judged 'good' by Ofsted in December 2017.

The school's Christian vision

'A small school with a big heart!' - a Christ centred community where each person can become who God intended them to be. This is founded in the commandments: Luke 10:27 'Love the Lord your God with all your heart and all your soul and all your strength and all your mind;' and 'Love your neighbour as yourself.'

Key findings

- The school's Christian vision and associated values impact positively on behaviour, attitudes and relationships and so enable all to flourish.
- The deeply embedded Christian vision ensures that the worth of each member of the community is cherished and that care and support is demonstrated to those who are vulnerable.
- An impressive range of charitable activities result from the living out of the school's vision. Pupils can articulate clearly how they are able to work for justice.
- Collective worship is inclusive and inspiring and ensures that pupils have a good understanding of Jesus and the Christian belief in the Trinity. Pupils' understanding of the significance of the Eucharist is less well-developed.
- Religious Education (RE) teaching is consistently good and ensures that pupils have a good understanding of Christianity. Pupils' understanding of other major world faiths is less secure.

Areas for development

- Secure appropriate training for leaders of collective worship, including pupils, in order that they gain a greater understanding of the elements of worship.
- Develop pupils' understanding of the Eucharist so that they understand its significance for Christians.
- Secure appropriate training for staff in teaching major world religions to support the teaching of the recently introduced RE syllabus.

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 distinctively Christian mission is for each member of the community to 'become who God intended them to be.' This is rooted in the commandments found in Luke's gospel to love God and your neighbour as yourself. It is lived out in the respectful and supportive relationships between members of the school community. Leaders at every level, articulate how all key choices, policies and processes flow directly from this shared vision. Similarly, the entire school community demonstrates ownership of this vision and, as a result, it is woven through the school's daily practice and the rich, stimulating curriculum. Governors assiduously measure the impact of the Christian vision through their close and regular involvement with the life of the school. This is clearly demonstrated in the strategic decisions taken to support the most vulnerable and in the substantial and sustained improvements made since the last inspection. Similarly the school's vision has been the pivotal guiding focus for the decisions made to enable successful transition from first to primary school status. The vision is the driver behind the effective partnerships established with a range of different groups. These include parents, local community, Farne churches group, local clusters of schools and the diocese. As a result of these partnerships the school is well-placed for its future development as a church school.

The school has recently undertaken a comprehensive review to ensure the curriculum is in line with the school vision. As a consequence of taking careful account of pupils' different backgrounds and individual needs, the curriculum is well-matched and pupils enjoy their learning. As a result of appropriate adaptations and support, pupils flourish academically and personally. Staff are thoughtful in their curriculum planning and make appropriate changes to the curriculum where these are necessary. Leaders are keenly aware of areas, such as mathematics, which require development and seek appropriate advice and support in this regard. As a result, pupils' needs are met. Staff have a detailed knowledge of each individual child and are attentive to the needs of the vulnerable. There is a shared understanding of spiritual development across the school. Opportunities for stillness and reflection punctuate the school day and opportunities for spiritual development, such as outdoor reflection and prayer, are plentiful. Imaginative use is made of the school's environment and this enables pupils to develop their curiosity and a sense of awe and wonder.

The school's vision as a 'Christ-centred' community is lived on a daily basis. The pupils have an extremely well-developed understanding of the way in which the Christian values resulting from the vision influence their choices. As one child remarked 'reverence is about showing respect for God, just as we should show respect for all of our neighbours.' Similarly, another linked endurance to 'Jesus temptations in the desert' and how through endurance people can 'become the people they are called to be.' Pupils are proud of the communities in which they live. They are able to articulate the various ways in which they can make a difference such as raising funds to support transport for cancer patients and environmental decisions around promoting sustainability. Pupils readily link these decisions to the school's Christian vision. This is a school in which failure never has the last word as pupils persevere and overcome challenges when things are difficult. The school has developed impressive links with a partner school in Uganda. As a result, pupils' understanding of global issues is very well-developed and pupils understand both the global nature of Christianity and celebrate diversity and difference.

A focus on treating all with dignity and respect is the consequence of the infusion of the Christian vision into all aspects of school life. Bullying is exceptionally rare and pupils' behaviour is of a high standard. Pupils understand the value of forgiveness and reconciliation and are able to apply this to their own lives and personal situations. The school's approach to relationships education is effective in supporting pupils to develop healthy and respectful relationships. Pupils enjoy coming to school and are well cared for and so attendance is good. Leaders know each pupil and their family well and, as a result, support and nurturing for the whole community is strong. Support for good mental health in both adults and pupils is effective. Parents appreciate this highly effective aspect of the school's work and attribute it to the practical application of the school's vision.

Collective worship is highly valued and inclusive of all. It supports both pupils and adults to develop their personal spirituality through the experiences of prayer, stillness and quiet. Pupils respond to opportunities to pray. They confidently write their own prayers and regularly do so. Appropriate use is made of biblical material and as a result, pupils have a well-developed understanding of the importance of Jesus for Christians and the Christian belief in the Trinity. Pupils have a good understanding of the Church year and Anglican practice. Pupils' understanding of the central importance of Holy Communion for Christians is not secure. Local church leaders, school staff and

occasionally different classes lead worship. The 'Open the Book' initiative, and the associated training, has had a significant impact on pupils' engagement with worship and these sessions are highly valued by all of the school community. However, pupil leadership of worship is not yet sufficiently consistent and pupils do not have access to regular training. Leaders, including governors, regularly review worship to ensure that it is of a high quality and that it expresses the school's vision. Evaluations inform planning and lead to subsequent improvements in the quality of worship.

The school's RE curriculum has recently been reviewed and is based on the diocesan syllabus and Understanding Christianity. All teachers of RE have benefitted from comprehensive training and consequently have a good understanding of effective practice in RE. As a result of this, pupils are fully engaged in stimulating teaching and learning opportunities in RE. These include stimulating role play and opportunities for immersive experience days. All members of the school recognise the significant role that RE has in developing pupils' understanding of diversity. Pupils understand that Christianity is a worldwide faith and that it has a major impact on people's lives. Pupils' understanding of other major world faiths is less-well developed.



The effectiveness of RE Good

Pupils make good progress and achieve well in RE as a result of teaching that is consistently good. This includes the most vulnerable and those with SEND. The school has established effective systems for monitoring pupil progress in RE. External and in-school training ensures that staff are effective in delivering and assessing the RE curriculum. There are well-established systems for sharing good practice within school and, as a result, improvements to teaching and learning are evident. The subject leader is skilled in supporting staff development in the teaching of RE.

Headteacher

Diane Lakey

Inspector's name and number

David Tait 887