

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

### Ingleton Church of England Voluntary Controlled Primary School

Manor Road, Ingleton, Darlington, DL2 3JE

<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>Durham</b>
Previous SIAMS inspection grade	Outstanding
Local authority	Durham
Date/s of inspection	10 February 2017
Date of last inspection	13 January 2012
Type of school and unique reference number	114225
Headteacher	Judith Pressley
Inspector's name and number	David Tait 887

#### School context

Ingleton is a smaller than average school voluntary controlled primary school situated in rural County Durham with 70 pupils on roll and 6 in the nursery. The proportion of disadvantaged pupils and the proportion of pupils with disabilities or special educational needs are below average. The vast majority of pupils are of White British background. The headteacher has been in post for nineteen years. Since the previous inspection a deputy headteacher has been appointed. At the Ofsted inspection in December 2016, the school was graded 'good'. The school is oversubscribed and will increase its admission number in the next academic year.

#### The distinctiveness and effectiveness of Ingleton CE (VC) Primary School as a Church of England school are outstanding

- Christian values are embedded in the daily life of the school, contributing to the good progress and attainment of every pupil. All are valued and nurtured as children of God and academic and personal achievements are equally celebrated. This enables all to flourish and take their place in the world.
- The inspirational leadership and commitment of the headteacher, supported by an effective staff team together with very strong parish and community links, drives the strategic direction of Ingleton as a church school.
- The high status afforded to RE enhances the school's Christian distinctiveness and contributes significantly to pupils' outstanding social, moral, spiritual and cultural development.

#### Areas to improve

- Consider ways to sustain the leadership of the school as a church school at all levels in order to maintain and further improve the distinctive Christian ethos.
- Develop pupils' confidence in planning, leading and evaluating worship and enable all ages of pupils to create themes which inspire them and have a relevance to their lives.
- Deepen pupils' understanding of the Holy Trinity in order to increase their appreciation of Anglican traditions.

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

Ingleton an outstanding church school. The headteacher is a strong, spiritual leader who shares her Christian faith sensitively and with compassion, inspiring the community she serves. Her inclusive and thoughtful approach, which is rooted and grounded in the Christian values of love, care and compassion, unites the whole school as one family in which each child is valued as a unique individual. Consequently, behaviour, relationships at all levels and attitudes are exemplary. Pupils are confident, articulate and polite. Strong friendships rooted in a Christian understanding of 'who is my neighbour?' enable relationships to flourish. Younger pupils, for example, have an older buddy to support and care for them in work and play situations. This forges strong friendships both in school and within the village community. The curriculum is broad and creative and reflects the care demonstrated for all aspects of learning as the school lives out its values. It includes forest school work and links to local museums and makes full use of all available resources. As a result, it supports the academic and spiritual development of pupils. Close and careful monitoring of each child ensures that pupils make progress and those who need intervention and support receive it. Consequently, the progress and achievement of pupils often exceeds that seen typically nationally. Spiritual, moral, social and cultural (SMSC) development is a strength because of the impact of Christian values on the pupils. The teaching of religious education (RE) makes a significant difference to the Christian character of the school because pupils learn how to relate Jesus' teachings to their own lives: 'love your neighbour as you love yourself' commented one pupil. Pupils speak with enthusiasm about RE lessons. They are excited and engaged by their learning in the subject. Lessons ensure that pupils have a good knowledge of Christianity and understand the significance of events such as the Eucharist, baptism and weddings. Pupils have a good awareness of other faiths through effective teaching supplemented by regular visitors such as a Buddhist monk and members of the Hindu faith. These enable pupils to understand and respect the nature of global faiths. Pupils understand that Christianity is a diverse world faith and speak knowledgeably about Christians from other global contexts, such as Martin Luther King. Pupils show Christian values in action through their charitable efforts and by willingly offering their time and gifts in the service of others. They support a number of local, national and global charities. As well as this, they are attentive, through their own service, to the needs of those in their local community including the elderly, bereaved and those suffering life-limiting illness. This is truly a community in which all are welcome.

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

Worship is at the very centre of school life and highly valued by all. Pupils have a palpable sense of enthusiasm for worship and understand it as a time when stories from the Bible 'connect with us all.' Parents are similarly enthused by worship and the sense of community it creates. School staff relate the impact worship has had on their own lives and how leaders ensure that it is inclusive of all. Effective partnerships have been established with a range of leaders from different Christian traditions which ensure a high degree of understanding in relation to Christian belief and practice. Worship is thoroughly planned with appropriate themes that are linked to biblical material, the school's Christian values and the seasons of the church's year. Classroom worship areas complement the whole school approach. Bible stories have a central place and are reinforced through the high quality, engaging and interactive displays in the hall and around the school. As a result of this carefully considered approach to planning for worship, pupils of all ages and backgrounds are able to recall a good range of these stories and reflect upon the messages that they teach. They are able to make appropriate connections to their own lives and situations and, because of this, have the opportunity to regularly reflect on the spiritual and moral aspects of their lives. The impact is seen in their positive relationships and attitudes to others within and beyond their community. Pupils develop an age-appropriate, and increasingly confident, understanding of the person of Jesus and of Anglican traditions in worship. Pupils are knowledgeable about Christian festivals and can identify the seasons of the church calendar. Whilst pupils understand God as Father, Son and Holy Spirit, deepening pupils' understanding of the Holy Trinity is recognised by leaders as an area for further development. Prayer is a flourishing part of school life. Pupils are familiar with a range of prayers for different situations. A reflection area in each class provides a focus for pupils' own self-written prayers. Pupils understand the importance of prayer and reflection in their own lives as a time when you can 'say thank you to God or ask for God's help.' Pupil leadership of worship, an area for development in the last inspection, has been addressed and older pupils now regularly lead acts of worship, both in part and in their entirety. This is something that leaders, rightly understand they need to extend by involving all ages of pupils more fully in worship planning in order to enable them to create relevant and engaging themes that speak to their own lives and situations. Evaluations are regularly recorded by staff, pupils and governors and these have led to changes and improvements in worship. This has been most noticeably achieved in the way leaders have carefully linked biblical material to worship themes and the school's values. Leaders now need to ensure that this approach to monitoring is linked to the evaluation framework and leads directly to significant improvement.

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

The long-serving and inspirational headteacher has a very clear vision for developing the school as a distinctive church school that is based on the teachings of Jesus. She believes that enabling all pupils to achieve their very best is at the heart of this and consequently sets high standards and expectations for all. In order to move the school forward effectively she has developed a very strong team who share the same vision and determination. They are supported by an active and knowledgeable governing body that are aware of their obligation to hold the headteacher to account as the leader of a church school. Strategic planning takes appropriate account of the church school ethos and the school development plan is linked to Christian values. The headteacher has an excellent understanding of the school's performance and distinctiveness and, as a result of this insightful approach, leaders have successfully improved the Christian character of Ingleton as a church school. This can be clearly seen in the improvements to planning for worship and in the development of pupil leadership of worship. As a result, all areas identified at the previous inspection have been successfully addressed. Professional development opportunities, related to church school distinctiveness, are offered to staff to develop their roles as leaders in a church school. Good partnership exists between the school and local cluster of church schools and this is of significant benefit to all in sharing training and resources. The headteacher and governors give the leadership of RE and collective worship a high priority. The RE leader is skilled and knowledgeable and staff value her guidance. She has a clear vision and plan for the development of RE. Collective worship is well led by the deputy headteacher, who actively seeks opportunities to develop and improve worship provision. The statutory requirements for RE and collective worship are met. There are strong links with parents, the parish church and incumbent, the local Methodist Circuit and the local community. These considered and thoughtful opportunities and partnerships have a clear benefit to all groups. The school is aware of the issue of the future leadership of church schools and the headteacher has been proactive in establishing links with both local church schools and the diocese in order to strengthen leadership through collaboration. Succession planning opportunities have been provided by developing staff skills and talents. Leaders are passionate about Ingleton as a church school. Leaders and governors have an excellent understanding about the role of their church school in the community as well as a clear vision of how to move an already outstanding school forward.

SIAMS report February 2017 Ingleton CE (VC) Primary School Darlington DH2 3JE