

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

West Haddon Endowed Church of England Primary School

Address	The Green, West Haddon, Northampton NN6 7AN.		
Date of inspection	3 April 2019	Status of school	Voluntary Controlled Primary
Diocese	Peterborough	URN	122002

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

School context

West Haddon Endowed is a primary school with 220 pupils on roll. The majority of pupils are of White British heritage. Approximately a fifth of pupils come from outside the immediate area. The proportion of pupils who are considered to be disadvantaged is well 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 eight years.

The school's Christian vision

To ensure every child leaves our school with an outstanding education and the values and character to live life in its fullness contributing positively to society.
'Jesus said I have come in order that you might have life- and life in all its fullness. (John 10:10)

Key findings

- The caring and nurturing Christian environment, within a spirit of love and happiness, enables all pupils to flourish as individuals and ensures academic progress is consistently high.
- The headteacher's dedicated Christian vision and highly effective leadership ensure the school's distinctive Christian character permeates all aspects of school life.
- The expertise and commitment of the skilful religious education (RE) leader and the parish priest ensures RE is of a high standard and makes a rich contribution to pupils' spiritual and personal development.
- Collective worship expresses the school's Christian vision well offering the whole school community opportunities to encounter the teachings and example of Jesus.

Areas for development

- Build upon the school's work in spirituality by developing ways to structure learners' spiritual progression and communicate this creatively to pupils, parents, church and governors.
- Deepen pupils' understanding of Anglican spirituality by extending the use of Anglican forms, prayers and liturgical calendar and by regularly exploring the Eucharist, baptism and the worldwide Anglican Church in a variety of creative ways.
- Extend the impact of school leaders, especially the RE leader, by supporting the wider family of church schools in a variety of ways, including innovative and creative joint projects.

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 dedicated headteacher skilfully ensures the Christian vision for the flourishing of each individual permeates all aspects of the school's work. In a learning environment that is happy and based on Christian love, everyone is challenged to achieve their potential and to strive towards their aspirations. Consequently, academic progress and attainment are consistently high, although writing is a relative weakness. Pupils with additional learning needs are well supported, flourishing and included in the life of the school. Leaders ensure that any barriers to inclusion are significantly reduced. This is shown in the many ways staff go the 'extra mile' to ensure each pupil is loved and cherished as an individual child of God.

The governors are effective in monitoring and evaluation. They bring about improvements through their Section 48 committee and utilising external diocesan link advisor evaluations. This represents good progress since the last inspection. The headteacher ensures professional development in understanding church schools is undertaken so staff flourish as leaders and the school improves. However, leaders at all levels are only just beginning to extend expertise to the wider family of church schools.

The physical learning environment is vibrant and honours RE and the church school dimension. It reflects the creative curriculum where navigating the big questions of life allows pupils to explore themselves and their world. The school develops pupils well socially, morally, culturally and spiritually through wide curricular and extra-curricular provision. This includes an effective spirituality project rolled out over the last year. Staff intentionally place spiritual growth at the heart of learning experiences. This is resulting in pupils whose confidence and talents are ever-growing and who are attuned to instances of awe and wonder. Despite positive outcomes, the school's work in spirituality is not sufficiently refined so that all involved with the school understand the progression of spiritual development.

RE is stimulating and reflects the Christian vision of the school particularly well. This is because it has a high profile and is valued. The inspirational RE leader together with the expertise of the parish priest ensure teachers' theological knowledge is robust. This means the high expectations of the school and of the 'Understanding Christianity' resource that they utilise, results in lessons of the highest standard. As RE provision reflects the Church of England's statement of entitlement, pupils' religious literacy and RE skills are developing well. Pupils have significant opportunities to engage with a range of religions and worldviews. Consequently, they speak with impressive confidence, responding with maturity to topics such as the feminine nature of God and the similarities and differences of world faiths. Whilst pupils have a good awareness of Christianity they have not yet begun to develop a deep understanding of baptism and Eucharist in terms of the school's vision of life in all fullness. The school rightly holds the national gold quality mark for religious education because the impact of RE on this school is significant. The RE lead is beginning to support other schools to disseminate best practice but this is at an early stage.

The whole school community lives out the school's distinctive Christian vision in relationships, working together and supporting each other. Leaders prioritise pupil and staff wellbeing and all are treated with dignity and respect. This can be seen recently in the way everyone enfolded a member of the school family with love and support following a serious car accident. The school supports the mental health of both pupils and adults well. Consequently, each individual is supported to live life to the full. As the behaviour policy is rooted in the Christian principles of forgiveness and reconciliation, behaviour at the school is strong. The school's anti-bullying and safeguarding practices are robust, and reflect the Church of England's report outlining best practice, 'Valuing All God's Children.' This creates a community where all flourish and live happily together, in the spirit of the Christian vision.

The school's Christian vision inspires the whole school community to engage in social action in their local, national and global communities. Pupils are encouraged to realise, in their advantageous social context, their responsibility is to contribute positively to society. This is evident in the way pupils act as advocates for change in their support of Rugby foodbank and links with the church to support street children in Honduras, for example. Additionally, pupils are actively encouraged to believe they can make a difference as shown by their recent letters to the Secretary of State for the Environment concerning plastic re-cycling. In social justice endeavours, pupils are further encouraged to see themselves as partners in making a difference. An example of this is supporting the local Muslim contact in raising money for ambulances in Syria. As a consequence, pupils are developing a moral

compass that guides their sense of justice and compassion.

Interesting and creative worship with a focus on Jesus' teaching in the Bible, is key to pupils and adults understanding that Jesus came that their life may be full. The lighting of the large candle welcoming the presence of Christ to start worship reinforces this. Collective worship is inclusive and invitational. As a result, it is valued by the whole school community as central to school life. The attitude of pupils to collective worship is mainly positive because high quality experience enhances their spiritual development. Adults and pupils grow spiritually through experiences of music, prayer, stillness and reflection. Pupils and adults speak with enthusiasm about how worship influences their lives, both in and out of school, especially when they have planned and led worship. A variety of leaders, including local clergy, lead worship regularly at the school and provide effective support, for example, through 'Open the Book'. Regular community worship in church brings together school, parents and church reinforcing and extending the school's intent in following the example of Jesus. Pupils enjoy writing their own prayers and using prayer spaces in classrooms and therefore articulate the value of prayer to their lives. However, pupils' appreciation of the use of Anglican forms and the rhythm of the liturgical year is underdeveloped. Pupils also have a growing but still limited awareness of the worldwide Anglican Church, restricting pupils' awareness of some of the spiritual gifts of Anglicanism. Staff, governors and pupils evaluate collective worship helping to make it even better. Collective worship reflects the school's vision of a community built on the best possible experiences for personal growth.

Headteacher	David Rosevear
Inspector's name and number	The Revd Dr Jason Phillips (598)