

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Stickney Church of England Primary School			
Address	Main Road, Stickney Boston PE22 8AX		
Date of inspection	28 January 2020	Status of school	Voluntary controlled primary
Diocese	Lincoln	URN	120629

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 Judgement	The impact of collective worship	Grade	Good

School context

Stickney is a primary school with 145 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 above the national average as are those pupils with special educational needs and/or disabilities. The school takes pupils from the age of 2 in their Early Years Foundation Stage (EYFS) unit. After school childcare is provided on site, with the recent addition of a breakfast club. The school became part of a federation in 2014 with New Leake Primary School, under the current executive headteacher.

The school's Christian vision

Our inclusive church school aims to fulfil the potential of all. We work together to open minds and broaden horizons from the foundation of our shared Christian values. We pursue excellence through our inspiring and creative learning environment and we empower every member of our community to seek positive transformation in the world.

'I do everything through Him who gives me the strength'. Philippians 4:13.

Key findings

- The strong Christian leadership of the executive headteacher, ably supported by other school leaders, ensures that all members of the school community know that they are valued, loved and constantly supported as part of God's family.
- The school is recognised by parents and the wider community as an exemplary centre of compassionate care. All are welcomed and valued, with everyone seen as precious to God.
- Collective worship is central to the school's Christian identity, enriching prayer and spirituality but there are too few opportunities for pupils, including church councillors, to plan, lead and evaluate their own Christian worship.
- The highly committed and skilled leadership of the RE subject lead, working in strong partnerships with the church and Diocese, has created opportunities which inspire and direct children to succeed in this area of the curriculum.
- Pupils engage enthusiastically in charitable activities, extending their understanding of diversity in the world today. They are not yet, however, able to voice how they can engage in social action to challenge injustice.

Areas for development

- Empower all pupils to plan, lead and evaluate collective worship in order to have ownership in this area and further raise aspirations.
- Develop pupils' critical thinking skills in order to purposefully engage in social change, thereby gaining a deeper understanding of injustice on a national and global level.
- Enhance the school's reflection spaces both inside and out, to further support a coherent approach to

spiritual development within the school.

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

All are immensely proud of this Christian school. United by their vision, school leaders strive to enrich the lives of everyone, enabling them to flourish within a loving, respectful and harmonious learning community. The school's core Christian values of respect, forgiveness, honesty, trust, kindness and fairness, are the living out of this vision and so enable all to learn, enjoy and achieve in a caring Christian community. The school ensures that there is an explicit underpinning to these values through Bible teaching. 'I do everything through Him who gives me the strength'. Philippians 4:13. Governors monitor effectively and challenge the school to evaluate the impact that it has on the learning progress and development of all pupils. They ensure that all policies reflect the inclusive and respectful nature of the school. This is evidenced through curriculum support for the most vulnerable pupils and opportunities are given for them to flourish in leadership roles. Individuality and inclusivity is celebrated and pupils feel nurtured to grow as unique individuals, loved by all. Teaching and support staff are deeply committed to providing the very best for every pupil. Consequently, they work effectively together to help those facing barriers to learning make progress. Pupils' positive attitude to learning provides clear evidence of continuing improvement ready for the next stage in their lives. Governors have taken bold steps to support pupils with medical conditions, through flexi-timetabling, even though they know this will affect the school's attendance figures.

Pupils respond well to the range of spiritual opportunities on offer. A wide range of extra-curricular opportunities enable pupils to flourish in areas beyond the formal school curriculum. Year 6 pupils have attended the Diocesan Church Schools' Festival in Lincoln Cathedral and on each occasion have valued the inclusive nature of the activities. A recent visit to a Chinese restaurant gave pupils the opportunity to focus on cultural diversity and share a meal with others. All classrooms have displays reflecting current themes dedicated to Christian values and RE. Spaces for reflection can be found around the school, for example, in the school hall, classrooms and Peace garden. These areas, however, are not fully utilised and greater opportunities for contemplation and pupils to explore 'big questions' are missed. The school and church have joined together in an intergenerational project and Young Leader representatives welcome older members of the community into school to share social times and feel less isolated. Pupils are involved in charitable events, for example, concern for the animals caught in the Australian bush fires resulted in raising money for the World Wildlife Fund. However, there are too few opportunities provided for pupils to understand and think critically about how they can challenge injustice.

Policies underpinned by the school's vision, translate into a very positive approach to the physical and mental health of each individual. The wellbeing of everyone is prioritised and the ethos of reconciliation and forgiveness is embraced by all. Parents speak highly of the school and make comments such as, 'it's easy to talk to everyone', 'walking into school is like home from home' and 'I feel like I've gained friends'. Staff feel encouraged to progress in their careers through professional development and feel supported in the caring, family environment in which they work. A culture of trust is extremely supportive of staff in growing their leadership skills. Partnerships with the church, local community, neighbouring schools and the Diocese all make a significant impact on the effectiveness of the school. Since the last denominational inspection, the impact of training and support from the Diocesan RE advisor has been significant, particularly in raising the quality of teaching and learning in RE.

Collective worship is recognised by staff and pupils as central to the school's Christian foundation. Worship invites pupils and adults to join together in a range of contexts, celebrating Christian festivals throughout the Church's calendar. The programme is well planned, with a clear theological foundation. It encourages pupils and staff to live out the school's vision and values and consider key Christian beliefs. Pupils describe worship as having a direct impact on their behaviour and attitudes. Older pupils sit with younger pupils to share the worship experience. Biblical teaching underpins the theme of worship, relating scriptures to everyday life.

Pupils have a good understanding of God the Father, Son and Holy Spirit and candles lit during worship remind pupils of this theological teaching. Prayer is seen as an integral part of the school day and worship is frequently led by pupils on the church council. However, pupils are not routinely involved in planning or leading worship and although they contribute periodically to the evaluation of worship, this process is insufficiently robust to have significant impact on further development. 'Tuesday News' worship gives pupils the opportunity to reflect on local, national and global events, opening up discussion which can take place throughout the school day and move into other areas of the curriculum. The local incumbent commented that since this has taken place, pupils can more readily consider the bigger questions facing Christians and society as a whole. With the church being in such close proximity to the school, pupils in the early years class often visit the church for quiet times and exploration of events such as weddings. Parents welcome the opportunity to attend celebration worships, both in school and at the church and feel spiritually moved by the way pupils congratulate each other on their achievements.

Senior leaders and governors recognise the importance of RE in ensuring pupils flourish. This results in time and money being invested in the subject, which in turn, has led to improvements in teaching and learning. The school has drawn on the support and training provided by the Diocese, particularly in introducing the Understanding Christianity resource. The subject leader is effective, supporting colleagues to deliver relevant and stimulating RE. Planning draws well on the locally agreed syllabus and meets statutory requirements. There is a good balance of content between Christianity, other world faiths and moral and ethical issues. Pupils are proud of the work they produce in their books and it is of a good quality reflecting a range of stimulating activities in response to the area being studied. Pupils describe their lessons as 'the best' and 'cool', with their teacher making RE fun and relevant. Assessment practice has been addressed in school and pupils are now more able to self and peer assess.

Since the previous inspection the school's effectiveness as a Church of England school has continued to grow, enabling pupils and adults to flourish.

Executive Headteacher	Rowena Thompson
Inspector's name and number	Fiona Griffiths 705