

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

Tittensor Church of England First School			
Address	Beechcliff Lane, Tittensor, Stoke on Trent ST12 9HP		
Date of inspection	28 November 2019	Status of school	Voluntary controlled first School
Diocese	Lichfield	URN	I24279

<b>Overall Judgement</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>Grade</b>	<b>Good</b>
<b>Additional Judgement</b>	The impact of collective worship	<b>Grade</b>	<b>Good</b>

### School context

Tittensor is a first school with 75 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 in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is below national average. The headteacher has been in post for four years during which time pupil numbers have increased.

### The school's Christian vision

We achieve high standards of teaching and learning in a positive, Christian environment encouraging high levels of confidence, self-esteem and independence, ensuring children are educated for the future. We provide an enriched curriculum, welcoming everyone. Children care for health, safety and the environment, respecting the community locally, nationally and globally.

Learning and growing together as we follow Christ.

Vision biblically rooted in the parables of the Good Samaritan and the Prodigal Son

### Key findings

- The strong and inspirational headteacher has promoted a Christian vision which provides an inclusive, caring and nurturing Christian environment where all flourish. However, the vision is not yet securely underpinned by the parables on which it is built.
- A substantial relationship with the church community enhances the collective worship experience which encourages both pupils and adults to thrive spiritually.
- An innovative approach to religious education (RE) fosters inclusive and purposeful relationships where all faiths are respected and dignity is provided for all.
- Pupils are confident in expressing how a relationship with Jesus can impact on the lives of those who choose to follow him.
- School leaders and governors have a very good understanding of the needs of the school and provide effective support so that pupils receive the assistance that they require for their social, emotional, academic and spiritual wellbeing.

### Areas for development

- Implement the newly planned curriculum, including the relationship and sex education policy, to further embed the school's Christian vision.
- Build upon established and strong relationships with parents to develop further their understanding and knowledge of the Christian vision and values with their theological underpinning.
- Increase opportunities for pupils to develop as global citizens, including expanding pupils understanding of Christian diversity and Anglican traditions around the world.

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**

Tittensor First school is a distinctively Christian church school. Guided by the visionary headteacher, leaders have co-ordinated a thoughtful review of the school's vision. As a result, Christian values such as compassion and forgiveness permeate the school. The resulting motto reflects the school's priorities and ethos. The two parables are being embedded, but need to be embraced further so that the wider community can understand and rejoice in the school's Christian foundation. Leaders live out the school's vision and values explaining clearly how they lie at the heart of the school. Governors ensure that all practises and policies reflect the vision and promote the school's key priorities. This is impacting positively upon the Church school experience and culture allowing both pupils and adults to flourish. Areas of development from the previous inspection have been addressed.

Partnerships within the diocese effectively support Church school improvement. Staff development is a strong feature of the school which encourages staff to flourish as future leaders for Church schools. It supports succession planning and encourages staff to have a deeper understanding of Church school education. This in turn supports pupils to flourish. Evaluation systems used by governors robustly monitor the impact and challenge the effectiveness of this Church school. In particular the work by a worship group, whose members are from the governors and church community, has united the church and school to share expertise and provide support to the governing body. This has improved the quality of worship and supported the Church school development agenda, including the review of the vision statement.

Leaders are acutely aware of the needs of individuals. Staff strive to enrich the lives of all, enabling them to thrive within an engaging learning community. Creative curriculum planning, underpinned by the vision, ensures that all are valued and supported to reach their potential. A range of wellbeing and nurture provision empowers pupils to be resilient and to prepare them for life. Extra curriculum activities widen pupils' horizons and life experiences, fostering positive attitudes to learning. As a result, pupils have their learning and personal needs met so that pupils achieve well and some make very good progress. Vulnerable pupils and those with special needs and/or disabilities (SEND) are extremely well supported. This is because the staff believe that every child is loved by God and worthy of their very best efforts.

The vision inspires pupils to recognise their ability to make a difference to the lives of others. Fundraising projects such as Toilet Twinning enables pupils to see Christian action as a lifelong commitment. Pupils have a keen sense of justice and understanding of global deprivation. A global partnership has been established with Kenya, but the school has rightly identified the need to empower pupils to become courageous advocates as global citizens. Leaders ensure RE has a high profile in school and within the local RE hub led by their subject leader. RE expresses the school's Christian vision and contributes to the Christian distinctiveness. Big questions are explored, through good use of the Understanding Christianity resource and Philosophy for Children (P4C). As such, pupils can articulate in an age appropriate manner key Christian concepts, including the Trinity, creation and incarnation. They also appreciate the meaning of the Holy Communion as the Lord's Supper. Pupils enjoy RE, and have a good understanding and deep respect for Christianity and other world faiths. This is enhanced by visits to places of worship, global learning and celebration of festivals such as Diwali, which support the celebration of diversity within God's world. This is particularly useful since the school is not a naturally diverse community.

Inspired by the Christian vision, a harmonious staff team work tirelessly so that pupils and adults can flourish and live well together. Wellbeing and mental health of all is a key priority. Morale is high. Strong relationships, a sense of belonging and good behaviour by pupils are influenced by Christian values and promoted through positive behaviour strategies.

The underpinning Christian vision and associated values uphold the dignity and value of pupils as unique individuals. As a result, pupils of all faith, backgrounds and abilities have hope, aspirations and feel welcomed into a Christian community. Initiatives such as use of No Outsiders and Stonewall materials ensure no one is excluded from this small community. Pupils are proud of the contribution that they make to decision making

through pupil voice. This means that they take their roles of responsibility as student body members, eco group members and buddies seriously. As a result, pupils feel safe, happy and valued.

Collective worship is a much-valued part of the day. Through Bible stories, music, prayer and stillness worship is inclusive and invitational. There is a strong focus on the teaching and person of Jesus Christ. Worship is well supported by school leaders and dedicated members from St. Luke's church. Careful planning ensures links are made to the Christian values, vision and specific church festivals. Worship themes inspire social action. A seamless partnership with the church supports spiritual development and impacts well upon this mutually beneficial link. Special services in a range of settings such as Praise Time and Messy Church are well attended by parents. This helps to share Anglican traditions and Christian teaching, such as the Trinity. This is broadening parents' experiences and understanding. Pupils' appreciation of Christian diversity and worldwide Anglican traditions of worship is developing well. Pupils are invited to plan worship which they enjoy. Prayer is central and often led by the pupils. Spiritual reflections are significant elements in worship so that pupils take away thoughts that impact on their spiritual growth and daily lives. This allows them to appreciate the impact of God in the world and their lives. Frequent feedback from pupils, staff and governors is used to inform future planning. This ensures worship has a positive impact upon spiritual growth.

Tittensor is a school community which enables all to flourish as they seek to follow Christ's teaching and example. .

Headteacher	Emily Proffitt
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