

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Tickton Church of England Primary School

Address	Main Street, Tickton, Beverley HU17 9RZ		
Date of inspection	28 June 2019	Status of school	Voluntary Controlled
Diocese	York	URN	117995

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

Tickton is a primary school with 205 pupils on roll. The school has a very low level of religious and cultural diversity and 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 below national averages. There have been no significant changes since the last inspection.

The school's Christian vision

Our Christian vision is for every member of our school family to thrive through a positive, nurturing and rich education within the context of our Christian values so that each child lives life in all its fullness. We promote excellence in everything we do, inspiring our children for life today, tomorrow and in the future.

Key findings

- School leaders are passionate about the Christian vision which is at the heart of daily life. As a result all members of the school community are able to flourish and live life to the full.
- Bold decisions have been made to establish an imaginative curriculum which engages pupils in their learning, promotes their spiritual development and inspires them to action.
- The school has developed very effective practice in supporting pupils who have SEND so that they feel fully included and make progress against carefully set goals.
- The strong relationship with the local ecumenical church and Beverley Minster means that pupils appreciate Christianity as a living faith. Through effective religious education (RE) they are beginning to understand the theology behind this faith.
- The school is a very inclusive and nurturing community in which all members feel valued and confident in their own identity as children of God.

Areas for development

- Develop robust systems of Church school self-evaluation involving all stakeholders in order to support the school's journey toward excellence.
- Develop sustainable global links to support pupils' appreciation of Christianity as a diverse world faith.
- Develop a shared understanding and appreciation of the meaning and purpose of collective worship in order to equip pupils as worship leaders.
- Further develop the RE curriculum to ensure a systematic progression of pupils' understanding of core Christian theological concepts.

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 Christian vision permeates every aspect of school life, positively influencing the wellbeing of the whole school community. School leaders are passionate in implementing this vision through bold decision making which creates an environment in which all pupils flourish. The vision is rooted in biblical teaching and is reflected in the way all members of the school share the Christian values of love, respect, forgiveness, peace and honesty. Through their positive relationship with the diocese, school leaders have maintained their awareness of good practice in Church school education. Governors play an active part in school life, are well informed and supportive as critical friends. They report on their observations but are not consistently analytical when considering Church school development.

Teachers access training which leads to pioneering practice and learning that is exciting and relevant. Consequently, pupils love learning, attendance is high, and outcomes are good. Most pupils make expected, or above, levels of progress. Obstacles to learning, particularly for vulnerable pupils and those who have SEND, are diminished through informed and effective intervention. School leaders ensure that teachers appreciate the significance of the holistic education of every pupil and spiritual development is recognised and promoted. Consequently, pupils are inquisitive, reflective and responsive to the needs of others through the consistent application of the school's Christian values.

Imaginative use of resources means that pupils are grouped flexibly within their phase so that they access the challenging curriculum in the most appropriate way to promote their learning. The curriculum allows pupils to engage in discussion and debate and prompts them to be ardent advocates for environmental change. They appreciate, and confidently use, their right to challenge the damaging actions of governments and commerce. Their fervour extends to sacrificing mid-morning milk shakes to avoid the single use of plastic.

Physical and mental wellbeing has a high priority in the school. Pupils regularly access 'fitbits' to monitor their exercise alongside their teachers. This builds a bond of shared wellbeing which further promotes harmonious relationships in the school. Adults are 'models of excellence' and pupils see them as deeply committed, mutually supportive and always encouraging. They encourage collaborative learning, so that pupils learn from an early age the importance of co-operation. Pupils develop the skills of problem-solving and learn to resolve differences of opinion amicably. This extends to their own friendships in which they sort out disagreements independently and in the context of Christian forgiveness.

Pupils have an appreciation and respect for diversity and difference because the curriculum reflects the school's vision to prepare them for the future. They recognise and reject the damaging consequences of inequality but do not consistently recognise the impact of global inequality and social injustice in the modern world. Their RE curriculum enables them to learn about diverse faiths and cultures. Pupils appreciate the impact of faith on the lives of people, sometimes making complex links between modern and historical events. The school's nurturing environment creates a safe place in which all pupils feel 'free to be' and to exert their own identity. Pupils innately accept different lifestyle choices and aspirations, without any sense of stereotype or prejudice.

The inclusive and loving Christian ethos of the school creates a supportive learning environment for vulnerable pupils. They know that all staff contribute to their care and choose their link adult from across the whole school community. School leaders carefully resource provision for vulnerable pupils, ensuring good practice through regular training. They have invested in developing the roles of emotional literacy support assistants who are effectively deployed. Their discrete intervention means that vulnerable and anxious pupils can access school and engage in learning. The school community epitomises inclusion and nurture as it lives out its Christian vision. Staff collaborate closely with families and other agencies to ensure that pupils in crisis remain in school and exclusions are avoided.

All members of the school community appreciate the commitment of school leaders to their emotional and mental wellbeing. 'We are never judged, just helped,' said one. Sensitive management enables everyone to develop their interests and strengthen their skills. Structured mentoring supports staff into new roles and responsibilities and prepares staff for leadership. Consequently, the new RE leader has quickly established herself in the role. She has maintained effective practice, particularly in assessment which is aligned to other subjects. Pupil's progress in RE reflects their performance across the curriculum. Pupils enjoy RE because it is well planned and incorporates stimulating activities. Imaginative use is made of the local church so that pupils, from an early age, learn through experience. This is not only engaging but helps them to retain what they have learned. The school maintains close partnerships with the diocese and local authority, enabling them to develop innovative curriculum and pastoral practice. Pupils participate in REaction at Beverley Minster which has led to their increased understanding of Christian belief and practice. They have a strong appreciation of Christian festivals and celebrations, which they compare with those of other faiths. However, their deeper understanding of the

theology behind these beliefs and practices is embryonic and requires a greater emphasis on the study of text. Collective worship plays a fundamental role in sharing and establishing the school's Christian vision and values. Worship is planned to ensure that pupils understand these values in the context of the biblical teachings on which they are based. Pupils appreciate and talk about them in the context of their own experiences and describe how they influence their own choices. Reflecting on the parable of the Prodigal Son one pupil commented, 'It reminds you that family and forgiveness is more important than money and friends.' Pupils enjoy sharing the prayers that they write and develop a sense of personal prayer, finding reflective times throughout the day. Pupils play an active role in worship, making it accessible and enjoyable for their peers. They participate in the school's monitoring and evaluation of worship and feel that their contributions are valued. A greater appreciation of the liturgical meaning of worship would enhance their capacity as more regular worship leaders. The school's excellent relationship with the local ecumenical church ensures that pupils experience diversity in Christian practice. Pupils appreciate the importance of the Trinity across different Christian traditions. Worship is planned around the Christian calendar and pupils' have a sound knowledge and understanding of key Christian festivals. They are able to speak confidently about the Holy Spirit as 'something here and now' because the school celebrates Pentecost.

Headteacher	Christine Brown
Inspector's name and number	Geraldine Cooper 696