

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

### Two Village Church of England Voluntary Controlled Primary School

<b>Address</b>	Mayes Lane, Ramsey, Harwich, Essex CO12 5EL.		
<b>Date of inspection</b>	30 January 2020	<b>Status of school</b>	Voluntary Controlled Primary
<b>Diocese</b>	Chelmsford	<b>URN</b>	132234

<b>Overall Judgement</b>	<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>	<b>Grade</b>	<b>Requires Improvement</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Requires Improvement</b>

#### School context

Two Village is a primary school with 169 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 as is the proportion who have special educational needs and/or disabilities. In 2018 an Ofsted judgement of Requires Improvement was given. The headteacher has been leading the school since April 2017 and all teaching staff have joined since then. There are advanced plans for the school to join the Diocesan Vine Academy Trust.

#### The school's Christian vision

Sowing the Seeds for Success – With God Nothing is Impossible.

#### Key findings

- The school vision and associated Christian values are raising aspirations across the school.
- A new curriculum has been introduced to support the development of pupils' key knowledge and skills.
- Collective worship is used to embed the vision and values but pupils' engagement in planning, actively leading and monitoring the programme is under-developed.
- Teaching and learning in religious education (RE) is not consistently good and so pupils do not make sufficient progress from their various starting points.
- Governors do not have systems in place for reviewing the contribution played by RE and collective worship in deepening the Christian distinctiveness of the school.

#### Areas for development

- Ensure that governors take an active role in supporting leadership in effectively monitoring the Christian distinctiveness of the school so that ongoing developments adequately reflect and are driven forward by the vision.
- Provide support for teaching staff to deliver a balanced RE curriculum, with clear progression, to enable all pupils to make good progress in RE.
- Develop the newly formed worship council to provide opportunities for pupils to take a full and active role in planning, leading and evaluating worship.

## **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**

Following a period of instability the headteacher and her leadership team are working effectively to support all areas of school improvement. The newly established Christian vision has begun to have an impact on raising both staff and pupils' expectations. Both the vision and the Christian values of forgiveness, respect, perseverance, stewardship, thankfulness and compassion underpin the new curriculum and the collective worship programme. Governors were involved with staff and pupils in establishing the vision and values but have no system in place to evaluate their impact or the effectiveness of the school as a Church school. Thus, ongoing development, driven by the vision is lessened. The rapid staff turnover has made embedding the vision very difficult and slowed up its impact. Sufficient dedicated time is given to RE but support and training to deliver a balanced, quality RE curriculum is lacking. The areas to improve from the previous denominational inspection have only partly been met. The school works well as part of the Harwich Education Partnership which provides valuable support for the headteacher and staff. The school also receives support from the Diocese and is soon to become a part of the Diocesan Vine Academy Trust. The school has delayed updating some policies until after it becomes an academy. This means that they do not reflect or draw on the new vision sufficiently.

The new curriculum has focussed on developing key knowledge and skills, alongside a focus on key concepts and big questions. The curriculum is supported by enrichment activities which successfully address diversity and difference and challenge injustice and inequality. Accompanied by higher expectations achievement is improving across the school. All pupils are making expected or greater progress in English, mathematics and science. Governors have effectively carried out their role in supporting the drive towards improved attainment and progress in these core subjects. Pupils, whatever their needs, are supported well academically, socially and emotionally. The school's special needs coordinator works very effectively with the learning mentor, support staff and external providers to enable all pupils to succeed. Parents are kept well informed and support extends to the whole family where needed. There is no agreed understanding within the school of spiritual development. Thus, an appreciation of how it relates across the curriculum and to the school's Christian vision and values is minimised.

The vision has supported pupils' raised self-esteem. Through the school council and the Eco committee pupils are having greater opportunities to be involved in school life. The newly formed worship council is beginning to influence practice, but its impact is not embedded. The school council are active in selecting causes to support. Charities are supported because pupils understand the concepts of giving and sharing and the need for justice for all. The school has raised money for events such as Children in Need, Macmillan Coffee Morning and Support Dogs. An example of a recent initiative was the preparing of food hampers at Christmas for the Salvation Army. Instead of presents being exchanged between staff and pupils the money saved was used by the pupils to buy food for the hampers. Pupils are encouraged to think deeply and express their views through challenging 'Big' questions. A recent introduction is a weekly whole school question displayed in the entrance lobby for pupils to respond to and all ideas to be later shared in classrooms. An example of the questions is 'Can kindness change the world?'

Most pupils behave well but some, with social and emotional difficulties, exhibit challenging behaviour. Exclusions are used to ensure that staff and pupils remain safe. Pupils are encouraged to talk about any behaviour difficulties and to behave well as they receive positive reinforcements. For example, positive behaviour that illustrates the values is rewarded.

The school works hard to ensure that attendance is good and pupils love coming to school. Pupils show respect for difference. Pupils from the school attend a Multi-School Council which comprises of representatives from a range of school settings in the area with different needs and cultures. Activities are designed to break down barriers and for pupils to appreciate each other whatever their disabilities and difference.

Worship is well planned by the headteacher and deputy. The incumbent supported the school with their worship but since her departure this support has not been available. The school uses the parish church termly for services and for celebrating festivals. Unfortunately, because of its size, there is no room for parents to attend. Consequently, they have only limited opportunities to be part of the school's worshipping community. Pupils'

spiritual development is enhanced through the focus on reflection and prayer which are integral parts of worship and the school day. A prayer tree has recently been added to each classroom and pupils are writing prayers about their concerns as well as thankfulness. The Bible is used regularly in worship and pupils have an age appropriate understanding of the Trinity, God the Father, Son and Holy Spirit. Collective worship effectively focuses on the vision and values. Pupils have a growing understanding of Anglican traditions. The purpose of the recently formed worship council is to begin to provide support and opportunities for pupils to plan, lead and contribute to worship as well as take part in evaluating worship. This is currently lacking. The council have proposed the purchase of a 'prayer shed' for the school grounds as a place pupils can use for quiet and reflection. This is under consideration as funding is explored. Governors do not have a programme in place to monitor worship.

At present the curriculum planning for RE is not effectively drawing on the Locally Agreed Syllabus or on the school's Christian distinctiveness. As a result it lacks breadth, balance and progression. Changes of staff have contributed significantly to teaching and learning in RE not being consistently good. However, pupils enjoy RE as all their views are listened to and valued. They talk positively about how their RE lessons can involve art, craft, acting or discussions and how this variety helps them engage fully in their learning. This year there has been a focus on the teaching of a range of world religions. This has supported well pupils' developing understanding and respect for diversity and difference and living well together. The recommendations of the Church of England's statement for entitlement is being met. There is not a whole school approach to assessment which means that progress is slowed. Governors are not involved with the leadership in monitoring and evaluating RE and its contribution to the developing Christian distinctiveness of the school.

Headteacher	Natasha Bennett
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