

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

<b>Ingoldisthorpe Church of England Voluntary Aided Primary School</b>			
<b>Address</b>	Shernborne Road, Ingoldisthorpe, King's Lynn, Norfolk PE31 6PE		
<b>Date of inspection</b>	21 January 2020	<b>Status of school</b>	Voluntary aided primary
<b>Diocese</b>	<b>Norwich</b>	<b>URN</b>	<b>121134</b>

<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>Excellent</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Excellent</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Excellent</b>

### School context

Ingoldisthorpe is a primary school with 140 pupils on roll. The majority of pupils are of White British heritage. 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 supported at school action is below national averages. However, the proportion of pupils supported at school action plus and with an education, health and care plan is in line with national averages.

### The school's Christian vision

Our Bible story is the Prodigal Son. "Celebrate and be glad...he was lost and is found." Luke 15:11-32. We are a family school where everyone matters. At the heart of our vision is a strong, positive influence on the high quality of staff and pupil relationships and well-being. Pupils are valued as individuals and thrive in their personal development. Our school's link with the local church and parish is very strong and pupils and parents acknowledge this partnership as a distinctive feature of the school.

### Key findings

- The school's very strong Christian values and vision are deeply woven through and underpin all aspects of school life. This is because all members of the school community have contributed to, own and can articulate the vision and recognise how it fits the unique context of this school.
- The school has an extremely strong sense of Christian family. Inclusivity, kindness and a sense of belonging are deeply felt and acknowledged by pupils, staff, parents, governors and the diocese and are further strengthened by the school's vision.
- The Church and school are mutually beneficial communities, whose sharing of exemplary practice is driven with Christian purpose, joy and passion. This results in excited and eager pupils with a thirst for knowledge.
- Religious education (RE) has prominence as a core curriculum subject in the school. Very high standards of teaching and learning in this subject ensure that pupils of all ages and abilities consistently outperform pupils in other schools, both locally and nationally.

### Areas for development

- Further extend links with a school in another country, to enhance pupils' understanding of the global church.
- To become a beacon school where excellence in RE and Christian distinctiveness are celebrated locally, regionally and nationally, so exemplary practice is shared and enables other schools to flourish.

## **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**

Collaboration between pupils, staff, parents and governors has resulted in a distinctively Christian vision deeply embedded in policies, decision-making, the website and daily practices. All in the Ingoldisthorpe school community talk with great confidence and knowledge about how embedded the school's Christian values are, enabling all pupils to excel and flourish as individuals. The very strong Christian vision drives school improvement. The impact of this is seen in governor meeting minutes and the evaluation of the school development plan. The school's vision is focussed on the idea that everyone matters and ensuring that every individual thrives. The embedding of this vision is evident in outstanding learning behaviours, challenging activities and consistently high expectations, leading to excellent pupil achievement and a thirst for knowledge that has no bounds.

Ingoldisthorpe makes excellent use of exciting and stimulating resources, including its wonderful grounds and Church, to provide exceptionally rich learning opportunities. A cross-curricular approach to learning embeds the school's Christian values and provides very regular opportunities for thoughtful discussion and reflection in relation to local, national and worldwide issues. In all age groups, pupil attainment is consistently significantly higher than other schools. Pupils of all abilities make very good and sometimes exceptional progress. The school prides itself in its early identification of vulnerable pupils and its bespoke approach towards meeting the specific needs of every individual. Church and school work in unison to provide pastoral support and to reach out to families and individuals who struggle. Having a trained 'Thrive' practitioner, who ensures this nurturing approach is embedded throughout the school, has shone a light on mental health and well-being. The result is increased pupil resilience, self-belief, participation and confidence, demonstrating the school's values in action.

Pupils have an exceptionally well developed sense of empathy, tolerance and justice, strengthened by many opportunities they have to further their understanding of global communities, disadvantage and deprivation. They understand how the vision relates to relationships and responsibility. About school they say, 'We are all one big family here. We accept people for who they are. We welcome people back if they have done wrong, like the Bible story of the prodigal son, because we all belong here.' Looking more widely they have developed links with other schools in the UK and pupils explained how they are keen to make global links by developing a relationship with an Australian school. They talked with knowledge and a real depth of concern about the plight of the animals in the recent Australian bushfires, explaining that they had sewn mittens for koalas and pouches for joeys as an act of kindness, to help them recover from fire damage. Pupils choose charities to support and in so doing develop their awareness of others' needs and are advocates for change. Ingoldisthorpe is a trailblazer school recognised nationally for taking such a pro-active stance on repairing exploitation of the natural world in their own location. Working in collaboration with the Rivers Trust project and Anglian Water, pupils have helped turn damaged wasteland back into a thriving wetland full of biodiversity.

Very positive and supportive relationships and excellent pupil behaviour - underpinned by Christian values - are strengths of the school. There are very strong links with the community. For example, pupils have worked in partnership with villagers to create a memorial garden honouring local soldiers killed in world war one, thus deepening their understanding of sacrifice, remembrance and community. One parent described the school and church communities as their rock during a very challenging time and another explained how it had been transformational for their child joining this school. There is an extremely uplifting and inclusive atmosphere, the impact of which is seen in no pupil exclusions and very few behaviour incidents. The school is over-subscribed because its outstanding reputation attracts families from other villages.

Leaders strategically plan activities to broaden pupils' cultural horizons resulting in pupils demonstrating very good awareness of and respect for different faiths. They talk with knowledge and enthusiasm about a multi-cultural urban day when the whole school visited London to see the Houses of Parliament, Westminster Abbey and Regent's Park Mosque. As part of the protocol for reviewing policies in light of the Christian ethos, staff and governors have updated the policy and procedures for Sex and Relationships Education, recognising key changes required, and embedding the school's Christian vision.

Worship is very engaging, inclusive, varied. All members of the school community place a great emphasis on the importance of daily worship, recognising how it significantly enriches them spiritually, unites everyone and enables

the school to live out its Christian vision and values to the full. Planned and led by school leaders, teachers, clergy and pupils, insightful acts of worship raise awareness of the Bible, embed school values, highlight world issues and encourage further exploration and reflection beyond the worship itself. Worship is monitored regularly by governors, staff and pupils with suggestions being acted upon so that evaluation affects change and continuous improvement. Daily school worship combined with many opportunities to worship in Church mean that pupils learn about God and develop their understanding of the Christian faith and the significance of Church festivals. School services at Church are extremely well attended by parents and villagers, resulting in the reorganisation of storage within the Church to free up further space to accommodate an ever-increasing number of worshippers. Pupils understand the Trinity in an age-appropriate way. Pupils say and write prayers and use Anglican liturgy in worship. Reflection spaces are used daily. Pupils explain how special and important it is for them to have a peaceful place to be calm, to think and to talk to God. This aids their spiritual development and means they can articulate in an informed and insightful way the value of prayer and reflection in their own lives and the lives of others.

Pupils are really inspired by Religious education and enjoy the regular opportunities they have to challenge and explore religious, spiritual and philosophical beliefs in a way that develops their knowledge, empathy, respect and concern for others. RE is thoroughly planned and linked with the school's vision. Pupils are guided by its consistent focus on the values that are important to them as individuals and their community. It serves as an excellent way to embed the school's Christian ethos and means pupils celebrate and recognise that RE is a very special and central part of their curriculum. The school makes excellent use of clergy, the Church and the diocese to enhance the delivery of an exceptionally strong RE curriculum. Learning and achievement in RE is celebrated on the school's website, through displays of pupils' work both in school and church, in newsletters to parents and in beautiful class RE scrapbooks. Pupils are respectful of other religions and can articulate why faith is important to people. Strong RE leadership includes a detailed cycle of monitoring of teaching, pupils' work and data. Whole school training is used very effectively to embed best practice and the work produced by pupils in RE is exemplary. Teachers provide pupils with challenges and opportunities to enquire, analyse, discuss and interpret, making comparisons between themselves and others and identifying ways they can improve even more.



**The effectiveness of RE is excellent**

Teaching and learning in RE is always good and often excellent for all ages and groups of pupils, including the most able and those with special educational needs and/or disabilities. Leaders ensure that all pupils make very good progress and secure consistently high levels of attainment in RE. A school improvement focus has been the introduction of age related expectations. This has provided clear evidence of strong coverage, high attainment and progress and is a good tool to measure progress at individual, year group and whole school level, whilst also identifying next steps for learning so pupils are continuously challenged to excel and improve.

Headteacher

Sean Wright

Inspector's name and number

Caroline Clarke 711