



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Ettington Church of England Voluntary Controlled School

Churchill Close
Ettington
Stratford-Upon-Avon
CV37 7SP

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Coventry

Local authority: Warwickshire

Date of inspection: 7 March 2016

Date of last inspection: March 2011

School's unique reference number: 125631

Headteacher: David Johnson

Inspector's name and number: Alan Thornsby 137

School context

Ettington is a small rural school of six classes, with the majority of pupils from a White British heritage. The numbers of pupil with special educational needs and/or disabilities and those entitled to pupil premium funding are below national averages. There have been changes to staffing and governance. A new headteacher was appointed in January 2016. The church is currently without a vicar.

The distinctiveness and effectiveness of Ettington as a Church of England school are good

- The commitment of leaders, managers and staff enables the continuing development of the distinctive Christian character of the school.
- The high profile of Christian values, Spiritual, Moral, Social and Cultural development (SMSC) and Personal, Social and Health Education (PSHE) within the creative curriculum impacts on the academic and personal development of pupils.
- The secure links with the local church and community ensure the school is at the heart of its community.

Areas to improve

- Ensure that the distinctive Christian foundation, vision and character of the school are fully recognised and celebrated through the school to further embed the Christian foundation of the school.
- Develop pupils' experience of planning, delivering and evaluating worship to extend their Biblical knowledge and spiritual development.
- Ensure that foundation governors have the knowledge to effectively monitor and evaluate the Christian ethos to securely inform continuing development.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The school has a caring and welcoming Christian ethos which is securely based on Christian values. These permeate the life of the school. Christian values are part of the code of conduct that is displayed throughout the school as the acrostic RESPECT. As a result, everyone understands the impact of Christian values in the school. This ensures Christian values in action on relationships, behaviour and attitudes. Although children recognise the Christian values are from the teachings of God and Jesus, they are currently less aware of the links between the values and specific Bible stories of Jesus. However, they are adamant that anyone of faith or none is able to display these, to show respect for each another. The commitment of staff to each individual enables them to fully understand their needs. Each individual is nurtured through challenge and support to achieve their potential. Children recognise that respect to teachers through listening and perseverance in their work enables them to make progress. Rigorous half termly tracking ensures that there is consistent progress. As a result, achievement is consistently above national averages. The curate leads a series of Godly Play activities with each class in rotation. These promote spiritual awareness through reflection and discussion. Exploring 'Big Questions', SMSC and PSHE, with links to worship and values, is central to the school curriculum and enhanced by visits and religious education (RE). The links between RE, worship and Christian values inform pupils' knowledge of other major faiths, as well as their decision making. They are aware of the global nature of world faiths, and are developing an awareness of the similarities and differences of these and Christianity. Activities such as 'Muddy Monday' ensure extended learning and empathy with the lives of others through practical activities. For example, as part of a project on Africa, children carried buckets of water around the school field to experience the difficulties of having no water supply. Children are very aware of the need to show compassion to other people by supporting a number of charities. Pupils suggest many of these, including support for Syrian refugees, as a response to news items.

The impact of collective worship on the school community is good

Collective worship is a key part of sharing and exploring half termly Christian values and how these relate to the Bible and everyday life. A large wooden cross, presented by a previous governor, is a focus for worship. Children recognise worship as 'a time to learn about Jesus and God and how to live a better life' because of our values. A value is introduced in whole school worship, while class worship enables age related exploration by pupils. They experience range of worship formats and leaders, including clergy and members of the local church. Children enjoy the regular input of church members in leading 'Open the Book' worship. These sessions retell Bible stories and the life of Jesus to explore their relevance today. For example, the retelling of the Last Supper, with children involved in role-play, reinforced the significance of this event to Christians. It also provides pupils with the opportunity to empathise with people in the story and compare with their own experiences. Worship reflects Anglican tradition and practice with gathering, teaching, reflection and prayer. Children are developing an awareness of symbolism, including the significance of the candle, dove and cross to Christians. Pupils understand prayer as 'a time to talk to God, be sorry, say thank you or forgive me'. Children regularly write prayers to use in worship. These are often with a half termly theme that recognises the current values. Children also sing the Lord's Prayer in a meaningful way. Although involved in drama, writing prayers and sharing readings, the school has identified the benefits to pupils of greater experience of planning and leading acts of worship. They have a developing awareness of the Trinity, describing 'the Trinity is three in one- God the Father, God the Son and God the Holy Spirit, who is always with us'. They also relate that the Holy Spirit caused the disciples to 'tell everyone about him and his teachings'. Pupils use prayers corners in each classroom for moments of quiet reflection. The school and church enjoy strong links and see each other as part of a family. As a result, many children and their families attend church and 'family gatherings'. The school and clergy plan festival services that are celebrated in church. The church community supports the spiritual development of older pupils by hosting a Year 6 Leavers' retreat day to reflect on their lives and life of Jesus and the impact of moving on. Currently monitoring and evaluation procedures are informed by informal discussion and pupils and parent responses in scrapbooks. Foundation governors are aware of the need to address this.

The effectiveness of the leadership and management of the school as a church school is good

The newly appointed headteacher is committed to a vision to ensuring the needs of all children, including their wellbeing, are met within a distinctive Christian learning environment. This is to enable them to achieve their academic potential as well as being able to make informed choices about life. In a short space of time he has gained a good understanding of the strengths and areas for development. He is committed to the continuing development of the distinctive Christian character of the school by ensuring the values explored in worship are embedded to thread through every part of school life. Evaluation has identified the need to review the vision, ethos and aims are displayed in school to ensure these fully reflect the continually developing Christian character. Christian values underpin and inform the work of leaders and managers. Governors have a greater understanding of the distinctive Christian character of the school through the recruitment and appointment processes for the new headteacher. They ensure that RE and worship meet statutory requirements. The current Learning Improvement Plan has few indications of development as a church school. However, the Next Steps action plan and self-evaluation as a church school identify areas for development as a church school. Foundation governors are recently appointed and are enthusiastic in gaining the knowledge and skills to effectively carry out their roles. This includes the development of formal monitoring and evaluation procedures to guide the school in its continuing development of the distinctive Christian character and service to the community. The development points from the previous inspection have been addressed. The commitment of the headteacher, deputy and foundation governors indicates the school has the capacity for continuing progress. Staff are very aware of the impact of Christian values on their roles. They recognise how there is a united supportive team committed to providing the best for each individual child. There is on-going reflection and discussion to secure Christian values within the curriculum. For example, the profiles of justice, peace and reconciliation as part of a study of World War II. Staff recognise the impact of Godly Play sessions in developing their questioning skills. Parents acknowledge the impact of the school ethos and its values in 'providing our children with a Christian foundation and awareness of the church'. They are proud of the extended family of school and church communities. This enables children to discuss God and Big Questions at home, as well as wanting to be part of the church community. The curate and church members maintain this, in the current absence of a vicar. The school enjoys beneficial links with the wider community and the diocese.

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