

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

### Teversham Church of England Voluntary Aided Primary School

Church Road, Teversham, Cambridge. CB1 9AZ

<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	Ely
Previous SIAMS inspection grade	Outstanding
Local authority	Cambridgeshire
Date/s of inspection	9 <sup>th</sup> November 2016
Date of last inspection	29 <sup>th</sup> September 2011
Type of school and unique reference number	110834
Headteacher	Louisa Kenzie
Inspector's name and number	Stephen Cutts 495

#### School context

Teversham School is a small primary school on the edge of Cambridge. Year group size varies considerably and there are six classes most of which are mixed age. Approximately half of the children live in the village. Others, from surrounding villages, are attracted by the school's good reputation and Christian foundation. The school has extensive grounds with an outdoor classroom and wooded area. The church, which is currently in the middle of an extended interregnum, is close by. Ministers from Hope Community and other churches provide excellent support through visits, monitoring and as members of the governing body.

#### The distinctiveness and effectiveness of Teversham Primary School as a Church of England school are outstanding

- **Excellent teamwork, enthusiasm and shared dedication of all school leaders inspire pupils and all stakeholders to work tirelessly towards improving standards and promoting Christian values.**
- **A wide range of trips and enriching experiences help pupils to explore God's creation and develop their spirituality.**
- **Thoughtful and meaningful acts of worship are valued by all stakeholders and lead to a shared vision which guides behaviour, relationships and school values.**

#### Areas to improve

- Further develop links with other faiths by welcoming visitors into school to talk about their beliefs, customs and festivals and increase visits to places of worship so as to represent a multi-faith world.
- Ensure that even the younger pupils begin to clearly and distinctly relate the school's key values to the gospel stories so as to further broaden and deepen their understanding of Jesus as both a powerful teacher and a spiritual leader.

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

A distinctively Christian family atmosphere permeates this small school. All members of the community articulate this clearly believing that Christian values, embraced in the school motto "Inspire, Believe, Achieve", impact greatly

on the pupils' excellent behaviour, achievement and enjoyment. Parents speak positively about the warm welcome, mutual respect, help and approachability which are all conducive to learning, partnership and success. Children often speak excitedly at home about their work in religious education and the themes of collective worship. They describe the school as prayerful, encouraging and forgiving. Recent surveys, designed to gauge the performance of the school, reveal strong parental support in all areas, with the child's happiness, school support, fairness, behaviour and positive attitudes scoring 100%. The school's spirituality is underpinned by well-planned lessons in religious education, regular prayer and close links to local churches. Pupils and staff are excited and confident to share their faith and this is reflected in informative and thought-provoking displays throughout the corridors and classrooms. Learners have many opportunities to engage in high quality experiences that develop a personal spirituality. These include imaginative indoor and outdoor areas for reflection, regular visits to places of interest, prayer stations in each classroom, an after-school Bible Club and prayer walks around the school that are sometimes led by pupils. A weekly prayer group considers the needs and concerns of the school. Children support a variety of charities throughout the year and carry out a variety of good deeds within the local community and beyond. For example, on the day of inspection, children sang at a luncheon club in the village hall and local pensioners are often invited into school for special concerts and celebrations. All these activities enrich the learning experience, build team work, provide opportunity to share, celebrate achievement and allow pupils to experience awe and wonder as well as giving pupils many opportunities to live out the Christian values of the school.

### **The impact of collective worship on the school community is outstanding**

Worship clearly engages all learners and its impact is seen in all aspects of relationships and school life. School leaders, all teaching staff, children, visitors and church representatives take leading roles throughout the year and form an enthusiastic and well-informed collective worship group placing great value on daily acts of worship that are meaningful, inclusive and often inspiring. This is seen as a special time in each day when all members of the school community gather together to praise God and hear his word. Recent themes have inspired children to organise their own charity events for Jimmy's Night Shelter and the Red Cross. Pupils regularly reflect on their behaviour by referring to what is taught during worship and all members of staff agree that worship reinforces the school's values, helps to build team work, mutual support and a close family atmosphere. The themes, which are reinforced in good displays around the school, are based on the school's key values and include Bible stories, the teachings of Jesus, Christian material and cultural links where appropriate. The pattern for worship mirrors the local Anglican tradition and includes reflection, a greeting, story, hymns, prayers and closing response. Classes enter the hall to soft mood-music, often sung by groups of children, as meditative pictures are projected onto the screen. The lights then dim as a candle is lit for the opening prayers. All stakeholders value the need for prayer and reflection as part of their spiritual journey and this is well-articulated by pupils who see it as a time to "relax with God and share our thoughts and hopes". Prayer is used at key points throughout the day and each classroom has its own prayer station. Pupils talk knowledgeably about God as Father, Son and Spirit. As witnessed on the day of inspection, they thoroughly enjoy leading class assemblies which are well-planned and thought-provoking. Parents say that children talk enthusiastically about worship and often sing hymns at home. Older pupils speak knowledgeably about the use of symbolism such as the cross, candle, colours, bread and wine. Festivals and key events in the school year are celebrated in the church, thus maintaining links with the Anglican tradition. Although the present congregation is small, members are welcoming and supportive. Community worship, led by Hope Church, takes place in the school hall every Sunday when pupils have the opportunity to lead sections of prayer and singing. Recently a whole classroom was turned into a prayer station for a special "prayer experience day". Planning, evaluation and documentation for worship, including comments and photographs, is thorough, comprehensive and regularly reviewed.

### **The effectiveness of the religious education is good**

Importance is given to the effective teaching, assessment, monitoring and continual improvement of religious education. An inspirational subject leader ensures that all teachers have strong subject knowledge, good questioning skills and high expectations. Progress is monitored closely and is in line with that recorded in core subjects. The subject is taught in blocks twice a term, each at least five to six hours, allowing time to explore and compare aspects of a large variety of faiths with a focus on Christianity as a world-wide faith. In addition, encounter days are held each term to look in more detail at major Christian festivals and celebrations. Children are continually encouraged to apply previous learning and knowledge. Although no actual lesson was observed during the inspection detailed documentation, children's books, interviews and photographs suggest that creative and interactive lessons use a wide variety of techniques and stimuli to teach Christianity alongside other major faiths and look at how personal faith influences behaviour. Pupils compare, contrast, respect and find common links and themes. Documents reveal that planning is detailed, challenging and builds on previous experience. Individual lesson plans focus on learning from and learning about religion, listing key vocabulary, searching questions, differentiated outcomes and links to other subject areas. All teachers are fully committed to this approach and the subject leader ensures that it is embedded

throughout the school. Links with spiritual, moral, social and cultural development are made throughout the lessons. Children take pride in their work and books show evidence of good outcomes. Pupils are encouraged to engage, enquire, explore, evaluate and express. Visits to places of worship, most recently Ely Cathedral and a local mosque, give first-hand experience. Effective monitoring, this term focussing on teachers asking enquiring questions, is carried out regularly by the subject leader and head teacher and all staff are involved in book surveys. Work in religious education is often linked to other areas of the curriculum, most recently looking at images of Jesus painted by famous artists, creative writing and designing prayer mats.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

Staff, governors and leaders of local churches work closely together as a strong, caring and dedicated team. They value, articulate and promote a shared Christian vision, rooted in the teachings of Jesus and emphasising support, inspiring team work, forgiveness and encouragement. They communicate their distinctiveness as a church school extremely well and recognise the impact of school values on learners and the whole community. Monitoring indicates that this impacts on teaching standards, motivation, attainment, enjoyment and behaviour. Internal monitoring informs future development in line with a Christian vision for the wellbeing and development of every child. Church and school see themselves as interdependent centres of worship. During an extensive interregnum, leaders are maintaining excellent support, led by the chair of governors and the minister of Hope Community Church which meets weekly in the school. Governors chat regularly with pupils and use their findings to build on effective practice and introduce strategies in order to raise standards. They are justifiably appreciative of a hard-working and united staff team. Issues relating to school ethos appear on agendas for staff meetings and governors' meetings. All members of the school team have access and input to monitoring records and improvement plans relating to distinctiveness and shared responsibility. These are reviewed together and everyone feels that they contribute to these key documents. Teachers appreciate the support, help and praise which they receive and this motivates them to try even harder. They see governors and clergy, who are often in school carrying out learning-walks, as approachable and well-informed. Throughout the church's long interregnum the school has ensured that, alongside the diocese, three leaders from Hope Church and one Baptist minister give valuable support and input into the teaching of religious education and worship. A governors' newsletter and the excellent school web-site ensure that the whole school community has up-to-date information. The school works well with parents to ensure mutual benefits, understanding, cooperation and support. New members of staff receive pertinent training relating to distinctiveness, leadership of worship and teaching of religious education both through the diocese and in-house support. All members of the school community have opportunities to share their views and parents told the inspector that their opinions are valued and addressed. Interviews and induction processes emphasise the school's ethos and aspirations. Members of staff feel valued and their well-being is important to governors.

SIAMS report November 2016 Teversham VA Primary School, Church Road, Cambridge. CBI 9AZ