

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Pattishall Church of England Primary School	
School Road, Pattishall, Towcester, Northamptonshire, NN12 8NE	
Current SIAMS inspection grade	Satisfactory
Diocese	Peterborough
Previous SIAMS inspection grade	Satisfactory
Local authority	Northamptonshire
Date of inspection	1 December 2016
Date of last inspection	19 June 2012
Type of school and unique reference number	Voluntary controlled 121985
Headteacher	Lee Wood
Inspector's name and number	Janet McMurdo 529

School context

Pattishall CE Primary is smaller than average and is located in a large village receiving pupils from the immediate vicinity and surrounding area. Most pupils are White British with 9.2% from ethnic minority groups which is lower than the national average. The proportion of pupils with special educational needs and those in receipt of the pupil premium grant are below the national average for primary schools. A new headteacher was appointed soon after the last inspection and the senior leadership team has recently been restructured to meet the needs of the school. A recent Ofsted inspection judged the school to be a good school.

The distinctiveness and effectiveness of Pattishall Voluntary Controlled Church of England Primary School as a Church of England school are satisfactory

- The school, with its tradition of Christian principles, is right to pride itself on the work it has undertaken in recent years to develop its inclusive practices.
- The school has a displayed set of school values but it wasn't clear during the inspection that these values were distinctively Christian and used routinely to confirm its Christian roots. The governing body is keen to develop so members become more fully aware of the values and other key Christian features on the whole life of this church school.
- The school identified priorities in recent years to raise attainment in national curriculum core subjects which have resulted in limited time and focus on the last section 48 inspection development points. Though the recently appointed Religious Education (RE) coordinator has plans to improve the provision for and units taught in the subject this has not yet had impact
- Collective worship has many positive aspects when visitors lead and when children support in services at the church but there are opportunities missed for children to be involved in school led worship. Parents are also keen to be invited to celebrate in worship alongside their children more regularly.

Areas to improve

- Undertake a whole stakeholder evaluation of the school's Christian values so they can be articulated and lived out by everyone to strengthen this church school.
- Routinely involve children in the planning and leading of collective worship so that it is enhanced and owned more by the whole school community.
- Ensure robust systems are established for governors and senior leaders to monitor the school as a church school so that the Christian life of this church school can be routinely improved and progress celebrated.

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

This inclusive school which is popular with families in the village and the wider area ensures that children behave well and support each other in a caring and supportive environment. The high-quality relationships are generally attributed to the values of the school. Comments from parents indicate that the school has values but they are unable to link them readily with the Christian faith. The children know about the school's values and that they receive house points linked to the values. They are less confident about illustrating how the values are linked to Christianity. The school actively supports charities locally, nationally and internationally which provides the children with a developing understanding and respect for diversity.

The improvements since the last inspection to the environment, with increasing numbers of displays and visible prompts, means it is easier for the whole school community to recognise the values of the school. It is still not obvious to everyone that these values are distinctively Christian. An identified strength of the school in the recent Ofsted inspection was the spiritual, moral, social and cultural (SMSC) development of the children. However, it is not easy to clearly link the SMSC development to the emphasis leaders place on the Christian character.

There is some understanding of spirituality amongst school leaders with key visual images around the building and a candle and reflection point as part of the observed collective worship. However, the school community has not yet worked together to develop a shared understanding of spirituality and the various ways it can be identified and celebrated across the curriculum.

Children report they enjoy religious education (RE) lessons and particularly enjoy discussions. However, they also report they do not do RE lessons very often. This view is confirmed by the children's books and the staff interviewed on the day. Consequently, RE makes a very limited contribution to the children's SMSC development particularly for the older children or to the Christian character of the school. Children have a good understanding of world religions and recognise that Christianity is also a world faith.

The impact of collective worship on the school community is satisfactory

There is evidence that collective worship is part of the routine pattern of the school week and children say they enjoy the experience. Some of the older children were able to remember a specific collective worship, led by local clergy, and could describe what they did as a result of their experience. Collective worship is planned in themes which relate to the school's values. As the planning is sparse and pupils are not able to readily articulate the values as expressly Christian it was difficult to clearly see the moral and spiritual aspects of the worship.

Children are aware of the importance of prayer in their lives and can recite the Lord's Prayer. They are also comfortable with prayer both in assemblies and the regular grace before lunch. Children enjoy worship led by local churches that routinely uses Bible stories to communicate their message. They also make good links between these stories and actions in the lives of people around them. The children can enthusiastically share experiences where they visit the local church for the main Christian festivals. They particularly enjoy the opportunities for leading worship in the church.

The children have an understanding of the person of Jesus and key events in his life; they say this is taught to them in church led worship. Children have a less developed understanding of God as Father, Son and Holy Spirit and cannot explain the significance. The children behaved well in worship linked to the start of the Advent season, effectively led by a senior member of staff. They also explained that this worship was an example of what routinely happens. The children did not have a significant role in leading the worship despite the fact that they are reported to do so successfully in church. The headteacher takes responsibility for the planning of the collective worship overview which includes potential for all teaching staff to be involved in the delivery. The governing body has undertaken some monitoring of the services which take place in the church to celebrate this aspect of school life. However, as yet, there are no systems established to routinely monitor the views of parents, pupils and the wider school community on the effectiveness and developments needed in collective worship.

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

The recently restructured leadership team has a vision for the school which is based on Christian values. They can provide examples of when the values have impacted on their decision making. This understanding is not however shared by the rest of the school community. Unfortunately, because the defined school priorities have been about raising attainment in English and maths, not enough emphasis has been placed on addressing the 'focus for development points' from the last inspection. However, a school celebration tree has been developed where all aspects of the life of the school are recorded and enjoyed. Self-evaluation systems are also not embedded to ensure all aspects of the school as a church school are routinely considered, though last year a question about the school as a church school was added to the annual parent questionnaire. The religious education (RE) coordinator has plans to improve the provision for and units taught in the subject but this has not yet had impact. The governing body is aware of its obligations to support and develop the school as a church school.

The school community is aware of the church school status but members are not always able to explain the effect this has on their spiritual, moral, social and cultural development or on their well-being.

Both RE and collective worship are not given high priority in the school with some classes not yet having had any RE teaching so far this year. This is an opportunity missed in the older year groups as a series of lessons on a book by CS Lewis would have provided rich opportunities to explore aspects of Christianity, for example. The high level teaching assistant who delivers RE is clearly passionate about her subject and was also significant in the collective worship observed. She attends training and is given regular planning time but opportunities for children to achieve their potential do not appear to have been prioritised because of the other whole school priorities. Parents, local churches and the wider community all contribute to the life of the school. For example, a successful Christmas Fair was being prepared by parents, on the day of the inspection. Members of local churches are regular visitors to lead collective worship but the children are less clear about national and global communities and how any of their actions could support the wider world.

The school prides itself on its commitment to high quality training and development for all staff, some of this is provided by Peterborough Diocese. This enables staff to potentially consider future leadership opportunities in a church school.

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