

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kislingbury Church of England Voluntary Controlled Primary School	
High Street, Kislingbury, Northampton, NN7 4AQ	
Current SIAMS inspection grade	Good
Diocese	Peterborough
Previous SIAMS inspection grade	Good
Local authority	Northamptonshire
Date of inspection	2 March 2017
Date of last inspection	January 2012
Type of school and unique reference number	Voluntary controlled primary 121980
Headteacher	Neil Tyler
Inspector's name and number	John Weaver 402

School context

The school has grown since 2009, due to new housing development in Northampton. The roll is now 141, unevenly distributed throughout the year groups. The number of pupils in receipt of pupil premium funding is mostly below average at 9.6%, although the current EYFS has 20%. Similarly, the number of pupils with special educational needs is below average. In 2015/6 the staffing was affected by 5 members on maternity leave (4 teachers), which created some instability in staffing. There have been a number of personnel changes, including the head teacher and many of the governors, since the last inspection.

The distinctiveness and effectiveness of Kislingbury Church of England Voluntary Controlled Primary School as a Church of England school are good

- The strong impact of Christian values such as love, forgiveness, endurance and hope lead to excellent behaviour and relationships which enable the pupils always to achieve their best.
- The explicit Christian witness of the headteacher drives forward the school's Christian distinctiveness, ensuring that it permeates all facets of the school.
- The governing body believes in the primacy of the school's Christian status, and supports the headteacher and staff fully in their desire to educate the whole child.

Areas to improve

- Increase the range of pupil-led worship so that they gain a fuller insight into the contribution of the different elements that make up an act of worship.
- Involve pupils regularly in the planning of acts of worship, other than class-led values worship, to promote further opportunities for their spiritual growth.
- Increase the pupils' understanding of the concept of the Holy Trinity, so they are enabled to explain their understanding at their own level.

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

The school is firmly built on distinctive Christian values. They are all clearly linked to Biblical material, and the pupils know these links. The values have a very strong impact on pupils. They take pride in helping and looking after each other. Their parents say that as well as living out the values in school they also live them out in the community. An example is that children buying sweets in the village shop put their change in the charity box. A child gave a younger child money to buy a cake at the school fair. Staff are always available to respond to issues as they arise, and this gives parents great confidence in them. Pupil behaviour and relationships are excellent because the underpinning of Christian values enables them to make good choices. Children joining the school soon learn that the pupils expect a high level of good behaviour and peer reinforcement ensures that this is maintained. Bullying, which rarely occurs, is dealt with immediately; in the words of a parent, 'professionally' and 'nipped in the bud'. Pupils gain great self-confidence from the way that everyone in the school cares for them. This enables them to achieve well. Academic standards are usually above national averages, representing better than expected progress. Pupils experiencing difficulties usually fulfil their potential. This is clearly attributable to the love, care compassion and encouragement of everyone on the school living out the Christian ethos. These also directly lead to above average attendance and an absence of exclusions. The pupils' spiritual, moral, social and cultural (SMSC) development is excellent. This is due to the emphasis on prayer and reflection during worship, and discussion in religious education (RE). The pupils have a good understanding of Christianity as a multi-cultural world faith. This has been developed through a link with a school in Uganda and through becoming members of the Global Learning Partnership. These links enable them to learn about Christianity in action around the world. Visitors from other world faiths and visits to different places of worship ensure that their understanding and respect for diverse communities is good. Charitable giving is well-established in the school. The pupils regularly organise this themselves, through what the school calls 'house charities'. RE makes a good contribution to the school's Christian character. Learning is effective, and standards achieved are comparable with those in other subjects. Pupils say they enjoy their lessons. The RE syllabus is integrated into the topic-based structure of learning in the school. This ensures that issues of faith and belief influence the whole curriculum of the school.

The impact of collective worship on the school community is good

Worship is central to the ethos of the school. The pupils enjoy it and express the value it has for them. They are very responsive to worship in St. Luke's Church. They value the opportunities they have for taking part in worship, especially acting out Biblical stories. They sing a variety of worship songs, which they enjoy and sing with enthusiasm and respect. Each class organises a 'values worship' throughout the year. This gives the pupils some experience of planning and leading acts of worship. Parents also talk about the impact worship has on them. One parent, referring to an Easter service led by the headteacher in the church, said it was, 'incredibly moving, very effective'. Worship planning is based on the school values and the church's year. This ensures that the life and teaching of Jesus is at the forefront, and the pupils have gained good knowledge of them. However, their knowledge and understanding of God as Father, Son and Holy Spirit is under-developed. Pupils' personal spirituality is developed by encouraging them to write their own prayers. Children's prayers, and books containing examples of how they have lived up to the school values, illustrate the quality of their understanding. Monitoring and evaluation of collective worship by staff, governors, members of St. Luke's Church and pupils is effective. However, the focus on the impact of worship is not always explicit. Collective worship is not outstanding because the pupils do not have regular responsibility for planning and leading all types of worship. They are ready for this and would value it. Pupils experience a wide variety of worship leaders on a regular basis. This considerably enhances their enjoyment and understanding of worship.

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

There were two areas for improvement in the previous inspection. The first involved ensuring that the monitoring and evaluation of the school's work as a church school became more routine and systematic. This has largely been addressed successfully, although there have been stops and starts along the way as personnel has changed. The current governing body has recently adopted a more strategic way of monitoring and evaluation. This has sharpened the focus of the leadership on the evaluation of all aspects of the school as a church school, leading to improvement. The second area to improve involved 'embedding the developing links with schools and charitable organisations in other parts of Britain and the wider world'. This has been effectively addressed. Links with a variety of charities are strong. Membership of the Global Learning Partnership gives the pupils a wide understanding of issues across the world, in Christian and non-Christian societies. Therefore pupils' understanding of the valuing of all God's children is well-developed. The headteacher and governors articulate and promote a vision for the school based firmly on Christian values. The vision states that children will flourish and grow within the school's caring Christian community, and develop strong SMSC awareness. As a result of this all members of the school

family live out this vision in their everyday lives, in school and in the community. This ensures that each individual child is enabled to fulfil his or her potential, academically, socially and emotionally. Leaders have a good understanding of the school's performance. Their self-evaluation is accurate, and they know what steps they need to take to promote school improvement. Arrangements for RE and collective worship meet statutory requirements. The headteacher's recent completion of the 'Teach RE' course has sharpened his focus as RE leader. He has, as a result, positively influenced the quality of RE teaching and learning in the school. The school leaflet for parents, 'Why teach RE?' is an excellent exemplar of how to explain the philosophy behind the teaching of RE to those unfamiliar with it. There is little preparation for the future leadership of church schools as none of the current teaching staff wish to progress at this point. There is a very effective partnership between the school, St. Luke's Church, the diocese and a number of village organisations. This ensures that all contribute for the benefit of the pupils. An example is the influence of 'Messy Church', run after school once termly. The children bring what they have done in Messy Church into school the following day, providing a regular link outside worship.

SIAMS report March 2017 Kislingbury Church of England Voluntary Controlled Primary School NN7 4AQ