

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

Ingrave Johnstone Church of England Voluntary Aided Primary School			
<b>Address</b>	Brentwood Road, Brentwood, Essex CM13 3NU		
<b>Date of inspection</b>	1 July 2019	<b>Status of school</b>	Voluntary Aided primary
<b>Diocese</b>	Chelmsford	<b>URN</b>	115154

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

### School context

Ingrave Johnstone is a primary school with 202 pupils on roll. The majority of pupils are of White British heritage. Very 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 is below national averages. The school experienced a significant period of turbulence in leadership following the previous inspection prior to the appointment of the current headteacher in 2016.

### The school's Christian vision

We can do everything together, loving and learning through God.  
Romans 8:28 'We know that in all things God works for good for those who love Him'

### Key findings

- The school's Christian vision and associated values have a demonstrable impact on relationships across the school and on pupils' positive attitudes to learning. Staff, governors and pupils worked together to agree a new vision statement which reflects the school's context well but it is not yet the foundation and driver of all aspects of its life.
- Leaders have secured significant improvements in pupils' achievement in all subjects, including religious education (RE), thereby equipping every pupil to grow and flourish
- Pupils are provided with a wide range of opportunities to undertake additional responsibilities which actively contributes to their character development and relationships across the school community.
- The importance of collective worship is recognised by all. It contributes well to pupils' understanding of the schools' values and the impact of these on their lives.
- RE makes a considerable contribution to school life. The subject leaders are effective in drawing on a range of strategies to ensure pupils enjoy their learning and are challenged in their thinking.

### Areas for development

- Embed and utilise the Christian vision so that it is fully understood and appreciated by the whole school community and impacts all areas of school life.
- Broaden pupils' engagement with areas set aside for reflection and prayer, linked to the school's vision, thereby encouraging and supporting pupils' spiritual development.
- Refine assessment processes in RE so that it captures what pupils are learning from the subject and better informs teachers' planning.

## **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**

The vision statement was introduced in January 2019, having been agreed in discussions between staff, pupil representatives and governors. The depth of consultation and the weight given to pupil voice has resulted in a vision that reflects the school and its community very well. A key Bible verse was selected to **reflect** a theological underpinning of the vision. Parents recognise its merit but do not fully appreciate its importance for the school. Pupils readily link the vision to the 'togetherness' of the school community, a strength which parents testify is taken **by** older siblings into secondary school. A high-profile display in the entrance foyer effectively depicts the interaction between the vision and values, with photographs from school life exemplifying each. However, at present it is the pre-existing school values which have a greater impact on school life. Governors have begun the process of reviewing key policies in the light of the new vision. Good progress has been made towards their stated ambition of the vision underpinning all that the school seeks to do.

A period of significant turbulence in senior leadership followed the previous denominational inspection. Although parents and governors report that the Christian ethos of the school remained secure, overall effectiveness of the school declined. Since his appointment the headteacher has drawn together an effective and committed team who have successfully raised standards. All staff members are passionate about their school and its Christian service to all its pupils. As a direct result of their determination for all pupils to grow and flourish outcomes have significantly improved. High expectations have been established across all subjects including RE. Staff are effective in helping pupils facing barriers to learning make progress, drawing on external agencies as necessary. As well as contributing to governance and collective worship the parish priest welcomes increasing opportunities to provide pastoral support to adults and pupils within the school community. The school has welcomed pupils who have experienced difficulty in other settings, valuing them as God's children, striving for them to succeed alongside their peers. This demonstrates its inclusive nature as a Church of England school.

Strong partnerships exist with the Diocese and local schools. Leaders have used both to good effect, particularly in respect of developments in RE. Staff are provided with a range of support and professional development opportunities, including those who aspire to be future Church school leaders. Self-evaluation of the school is rigorous, involving all stakeholders, particularly pupils and governors. Governors know their school well and an effective and well-informed partnership exists between them and senior leaders. One governor has recently undertaken responsibility for monitoring RE. As well as celebrating strengths she is already contributing constructive feedback and ideas for consideration by subject leaders.

As an outworking of the school's vision leaders are successfully encouraging pupils to raise their aspirations for themselves and each other. An example of this was the recent Aspiration Day which involved pupils actively engaging in a range of professional role plays arranged by parents and friends of the school. Pupils demonstrate resilience when their learning is challenging and make positive choices, particularly in supporting and encouraging each other. In the classroom and informally in the playground pupils of all ages work and play together. Parents regard this as particularly beneficial, some travelling a considerable distance to the school. They describe how pupils take the legacy of the close-knit school community and the school's values with them into secondary school. Behaviour is exemplary. There is a recognition of the importance of child and adult mental health and readily draws from several external agencies according to need.

Pupils recognise the outworking of the vision in the school's support for a range of national and international charities. The recent focus on Christian Aid was selected by the School Council and each class devised its own fund-raising activities as part of Enterprise Week. Although pupils have a deep sense of social and moral awareness, particularly in respect of environmental issues, their appreciation of cultural and ethnic diversity is limited. Steps have been taken to form a partnership with a school in Kenya to broaden pupils' understanding of the global nature of Christianity. Spaces have been created for prayer and reflection. Pupils' engagement with these is limited and does not effectively foster their spiritual development.

Collective worship is central to the expression of the school's Christian foundation. The programme is well planned, encouraging pupils and staff to live out the school's values and consider key Christian beliefs. All pupils and staff become involved. They listen attentively and are keen to answer questions and discuss the Christian value in focus. However, opportunities to extend the impact of worship themes into classrooms and areas for prayer and reflection are not taken. The wide variety of styles and leadership of worship ensures that pupils are fully engaged. The clear worship structure includes pupils reciting liturgical phrases for gathering and sending, contributing to pupils' appreciation of Anglican worship, beliefs and traditions. These are varied each week, keeping

them fresh and meaningful to pupils and staff present. In response to what senior leaders describe as their growing confidence and maturity, pupils in the collective worship group have been given increasing responsibilities for leading worship. This includes, at times seeing the whole process through from planning to delivery with little necessity for adult input. Pupil responses to worship are recorded by class and show an increasing depth of consideration and insight. Although pupils and governors contribute to the evaluation of worship, it's potential to impact on further development if not fully realised.

RE is very well led. The subject has a high profile with every class contributing to attractive and engaging displays relating to major world religions in shared areas. The subject leaders share their expertise to support the delivery of relevant and stimulating RE. There is a good balance between theology, philosophy and human science and between Christianity and major world faiths. Statutory requirements are met. Pupils raise challenging questions which are explored in the classroom, with the parish priest contributing to discussions. This encourages pupils to question their own beliefs and preconceptions. Assessment is based on age-related statements and is increasingly drawn upon by teachers to ensure learning experiences are challenging and creative for all abilities. However, assessment of pupils' learning from RE is less well developed. Pupils recognise the importance of RE in informing their understanding and tolerance of other people's beliefs.



### **The effectiveness of RE is Good**

Teaching and learning in RE is at least good across the school and there are examples of excellence practice in some year groups. Where this is the case pupils are frequently challenged in their own thinking by the activities set, the depth of class discussions and highly effective marking. Pupils have an age appropriate understanding of major world religions and can draw comparisons between their key tenets and Christianity. Opportunities are regularly provided within lessons for pupils of all ages to question and reflect which contributes to their spiritual development. Standards of recorded RE are high, with evidence of pupils across the ability range making good progress and flourishing academically in RE. Teaching and learning in RE reinforces the school's vision, particularly the aspect of 'togetherness'.

Headteacher	James Rogers
Inspector's name and number	Graham Lancaster 713