



Statutory Inspection of Anglican and Methodist Schools

SIAMS Inspection Briefing (SIB)

School:	Rackenford VA Primary
Date of inspection:	15 -06-16
Inspector:	Daphne Spitzer

Introduction

The *SIAMS Inspection Briefing (SIB)* is a summary of the inspector's pre-inspection evaluation, drawing on the evidence available at that time, and provided for discussion with the school. It identifies the main focus for the inspection and the particular issues that will be explored during the inspection before coming to conclusions about the four key questions in the SIAMS framework for inspection. It will form the basis for discussion with the school's senior leaders during the inspection.

How well does the school, through its distinctive Christian character, (DCC) meet the needs of all learners?

Summary analysis

- **Impact of school's Christian character/distinctive Christian values on achievement in its widest sense-** appears to be good in all aspects
- **Impact on spiritual moral social and cultural development-** this appears to have been work in progress from last SIAS- children now able to talk about spirituality(?) and core values, able to think more deeply
- **Impact on relationships-** appear to be good at all levels
- **Promotion of an understanding and respect for diverse communities/Christianity as a world faith-** provision to widen children's experiences appears to be good – from examples provided

Hypothesis

School judges itself to be good for this core question. This grade may be confirmed if there is sufficient evidence of the understanding and impact of distinctively Christian values across all areas of the life of the school

Issues to explore during the inspection

- To what extent do children understand the school's values are rooted in Christian teaching and embedded in daily life
- Which distinctively Christian values do children understand and most relate to and to what extent do children recognize their impact at an individual level- eg on their achievement, attendance and personal development etc

- To what extent is prayer and reflection- spirituality - embedded in the school day and what are the breadth and qualities of opportunities/experiences for spiritual development on a daily/regular basis ie planned in the curriculum-
- How well are children able to respond to the opportunities provided for spiritual growth and development at a personal level
- What is the staff's shared understanding of spiritual development
- How does the school's distinctive Christian character/distinctive Christian values impact on relationships between children
- To what extent are children developing an understanding of diverse communities and of Christianity as a global multi-cultural faith

What is the impact of collective worship on the school community?

Summary analysis

- **Extent of children's engagement and its relevance to lives of whole school community-** appears to be an important time of the day for the whole school community. Unsure to what extent children are actively engaged although examples given of when lead different aspects
- **Centrality of school's Christian values-** CW appears to promote Christian values very well, clear examples given of links made to behavior but unsure if children familiar with Christian teaching linked to each value
- **Centrality of prayer and development of personal spirituality-** this appears to be promoted very well- prayer and reflection appear to be integral to the day as well as worship – before and after
- **The way CW promotes children's understanding of Christ and Trinity** –unsure to what extent children understand centrality of Christ in worship and have been introduced to an understanding of the Trinity
- **Quality of planning, leadership and evaluation of CW-**appears to be led well. Plans suggested to be detailed, monitoring and evaluation visits from governors, but not sure to what extent children are involved in planning or leading worship though children's involvement in monitoring and evaluating worship appears well established

Hypothesis

The school grades itself as good for this core question. Evidence of the distinctively Christian nature of the worship programme and the impact which worship has on the whole school community will be key aspects in deciding whether this grade is accurate

Issues to explore during the inspection

- To what extent is Collective Worship promoting distinctive Christian values rooted in Biblical teaching
- To what extent are children engaged and actively participate in worship- ?
- To what extent are children developing an understanding of the centrality of Christ and the Trinity
- What is the quality of leadership/planning and monitoring-what is the governors' role in monitoring and evaluating worship?
- What issues have been raised from monitoring and how have they been addressed?
- How does worship promote children's spirituality and how central is prayer and reflection to worship and the school day?

How effective is religious education?

Summary analysis

- **Achievement in RE** –appears to be in line with national expectations as are other core subjects
- **Quality of teaching and learning-** appears to be good (from monitoring of lesson)

- **Effectiveness of curriculum**-unsure of quality of curriculum ie to what extent to which it promotes Christian values although SEF states overall improvement since last inspection and progress has been made on spiritual development through questioning skills. Focus on opportunities provided to teach children about other faiths/multi - cultural Britain appears good
- **Effectiveness of leadership and management of RE**- appear to be monitored well governor input with subject leader and lesson observations- not sure if they talk to children too

Hypothesis

School has judged itself to be good. This will depend on standards achieved, progress made (between key stages in particular) and quality of teaching and learning

Issues to explore during the inspection

- What evidence does the school have to demonstrate progress between the key stages- how well are children's learning assessed, moderated and progress tracked-
- What are the standards in RE - in relation to national expectations
- What is the quality of leadership of RE – CPD current etc
- What opportunities do children have to learn about people of other faiths-make visits and have visitors linked to other faiths
- How well are children's books marked- how does it enable children to self-assess their learning, know their next steps
- What contribution does RE make to spiritual development – and to what extent does it promote Christian values
- How thorough is the children's understanding and knowledge of the Christian faith- and it's role as a worldwide faith
- How engaging and exciting is the curriculum

How effective are the leadership and management of the school as a church school?

Summary analysis

- **Extent of impact of explicit Christian vision on achievement, distinctive Christian character and well- being**- school's Christian vision and values clearly stated and developed and shared with whole school community
- **Church school self- evaluation and strategic planning**- monitoring and evaluation of school's performance as a church school appears to be well established/ suggests outcomes used to good effect to inform forward planning
- **Preparation for future church school leadership**- unsure to what extent CPD has been/is being used to further understanding for staff and governors of issues on SDP
- **Partnerships**- appear to be strong with church school being seen as the focal point of the village/local community

Hypothesis

School judges itself to be good. This will depend to some extent on how the school is taking its vision forward in SDP (not seen at this stage) and extent of monitoring and evaluation of school's plans

Issues to explore during the inspection

- In what ways can the school evidence that it has improved as a church school since the last inspection
- To what extent can the governors and parents as well as children articulate the impact of the school's Christian values
- To what extent are parents and children involved in the school's self-evaluation process-how is this done?
- What issues have been raised by the work of the governors' monitoring and how have they been addressed

- What impact has recent CPD had on the staff and governors
- How strong is the school's partnership with the local church and parent community and wider locality and beyond

Main focus for the inspection

The extent to which the school's good standards of achievement and behaviour etc are attributable to its distinctive Christian character/distinctive Christian values