



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church**



National Society Statutory Inspection of Anglican and Methodist Schools Report

Tintwistle Church of England Voluntary Aided Primary School

South Close Church Street
Tintwistle Derbyshire
SK13 1LY

Previous SIAMS grade: Good

Diocese: Chester

Local authority: Derbyshire

Dates of inspection: 11 June 2015

Date of last inspection: 14 January 2010

School's unique reference number: 112923

Headteacher: Joanne Griffin

Inspector's name and number: Paul Adnitt 590

School context

Tintwistle C.E. Primary School is a smaller than average school situated in a village on the edge of the Peak District. The school has four mixed age classes and a nursery. The large majority of pupils are of white British heritage. The proportion of pupils supported at school action is above the national average.

The distinctiveness and effectiveness of Tintwistle CE Primary School as a Church of England school are good

- The school's distinctive Christian ethos has a significant impact on all aspects of school life including pupils' spiritual and personal development. This is evidenced in the loving relationships and good behaviour of all pupils.
- Effective monitoring and evaluation by all stakeholders result in well planned provision to promote the school's Christian distinctiveness.
- The relationships with Christ Church, the United Reformed Church (URC) and the local community are excellent and make a positive Christian impact within the school community.
- Excellent and imaginative teaching in religious education (RE), which is of the highest standard, contributes well to the pupils' spiritual development. This enhances the Christian distinctiveness and Christian values of the school.

Areas to improve

- Involve more pupils in planning and leading worship in order to deepen their spiritual awareness and understanding of worship and prayer.
- Improve pupils' spiritual development by using the school environment to provide rich opportunities for prayer and reflection
- Raise the profile of the school's Christian identity so that Christian values are

understood and articulated by all members of the school community including parents.

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

The school's strong Christian ethos enables and encourages the excellent partnerships that exists between pupils, staff, parents, the church and the wider community. Pupils get on well together and feel part of a welcoming and supportive Christian family. This is characterised by the pupils' excellent behaviour. Strong emphasis is placed on moral development based on the school's Christian values. These Christian values are clear, shared and understood by all involved in the life of the school. Most pupils can talk about how the values impact on their lives and the lives of others. As a result pupils are happy and have positive attitudes to learning. They feel valued and special, are proud of their school and speak confidently about why it is important to them. One Year 6 pupil remarked, 'We are a family and we work together. God helps us each day. The teachers care for us.' Pupil attendance is above the national average and progress and attainment are in line with national standards. This is because the Christian values of the school help pupils to persevere and know that help is on hand when things become difficult. Feedback from pupils and parents is overwhelmingly positive. 'This is a warm home from home where the children are challenged and supported,' remarked a parent. Although parents are very supportive and are regularly informed about what is going on in school not all are aware of the importance of the school's Christian identity or what is being taught in RE and worship. Pupils show great respect for others and this is supported by the school in worship and religious education. This respect is evidenced in the way older pupils work and play well with younger ones and take care of them especially in the playground. Through their topic work on 'Christianity round the world' and a study of Christmas in Russia and France, pupils have a growing understanding of diversity and difference within the Christian church. Their knowledge and experience of other faith communities is enhanced by excellent and imaginative RE lessons. Interactive worship and RE displays, particularly in central areas, engage pupils and promote prayer, reflection and spirituality. This, together with the school's strong Christian ethos, has an impact on pupils' spiritual, moral and cultural development. However prayer areas in classrooms and the prayer garden lack consistency in terms of quality and effective use by pupils.

The impact of collective worship on the school community is good

Collective worship reflects the school's distinctive Christian character and is at the heart of school life. Daily acts of worship enhance the pupils' knowledge and understanding of the Bible and the Christian faith, including their awareness of God as Father, Son and Holy Spirit. Pupils are confident when discussing their faith and demonstrate a growing spiritual maturity. They enjoy worship, display positive attitudes to it and participate well. Worship is a valuable experience for all pupils and it has a positive impact on their spiritual development and on their daily lives. One pupil, when asked why worship was special, commented, 'We get to speak to God. We get to say sorry or thank you to God'. Good planning ensures that there is both variety and continuity and that themes are rooted in Christian beliefs. A range of members from the wider school community contribute to planning. This in turn identifies where improvement is needed and informs future planning. Systematic evaluation of worship, by governors, staff and pupils is a strength of the school. During the interregnum the URC minister is supporting the school regularly. She is well liked by the pupils who clearly value her part in school life. One pupil said, 'She makes the Bible stories fun. She involves the pupils and has fun power points.' Pupils enjoy contributing to worship and are increasingly taking responsibility for readings and prayers and help to lead class worship. Although pupils have some opportunities to lead worship they say that they would like to be able to plan and lead school worship on a regular basis. There are times set aside for quiet personal reflection and prayer, both in formal and informal contexts. This has a very positive impact on pupils' good spiritual and moral development. One pupil remarked, 'I like the times when we are quiet. It helps me think about myself and others. It's peaceful.' Many make use of prayer in their own

lives and contribute prayers to school worship. Worship enables pupils to recognise their responsibilities to others and to reflect on community and personal values. This is evidenced in pupils' involvement in charitable work and local and national fundraising activities such as the women's refuge and the local foodbank.

The effectiveness of the religious education is outstanding

Religious education (RE) lies at the very heart of the school curriculum. The quality of teaching is outstanding and has a significant impact on pupils' spiritual, moral and cultural development. The governors have adopted the Chester diocesan syllabus for RE which reflects the national framework. Planning of RE is excellent. The RE Co-ordinator regularly and effectively monitors lessons, scrutinises teachers' plans and pupils work, and holds discussions with learners. This ensures the continued high attainment of pupils in the subject and identifies areas for continuing professional development. Pupils enjoy RE because it helps them understand what it means to be a Christian. One Year 6 pupil remarked, 'Jesus died on the cross and came back to life. He died so God could forgive us when we do wrong.' Attainment in RE is outstanding. Progress made by pupils from Foundation Stage to year 6 is at least good and often outstanding. Disadvantaged pupils and those with disabilities and special educational needs make progress in line with other school groups. Whole school assessment ensures consistency in assessing this progress. Outstanding teaching, which has pace and challenge, enables pupils to demonstrate a high level of spiritual maturity and knowledge of many of the key aspects of Christianity and the Bible. One Year 5 pupil said, 'Christians know that God speaks through the Bible. It tells Christians what to do and what not to do.' Varied and imaginative teaching strategies ensure pupils have excellent knowledge and understanding of other world faiths. Older pupils apply their learning to possible scenarios in their own lives. They are actively encouraged and supported in this reflection and are keen to discuss their feelings and experiences in lessons. This, together with the high standard of teaching, has a positive impact on pupils' spiritual, moral, cultural and social development.

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

The headteacher's personal Christian values permeate the life of the school. She has a strong and clear Christian vision for the school and is well supported in this by the senior leadership team and the governing body. The evaluation of the school as a church school is accurate and thorough. This process involves representation from across the school community. Governors have a strong commitment to the school's Christian foundation. They are fully aware of their roles and responsibilities and make a valuable contribution to school leadership and Christian vision. The leadership of the school ensures that the school's Christian values and ethos are at the forefront of all new initiatives. It also ensures that appropriate support, encouragement and challenge are given to the RE and worship co-ordinator. Consequently the RE co-ordinator is very effective in providing a well planned and stimulating curriculum which enriches the Christian ethos and distinctiveness of the school. The school accesses Diocesan training and continuing professional development for all staff and governors. This contributes to high standards of teaching and learning in RE. Pupils' views are taken seriously and they have a leading role in the decision making process of the school through their active involvement in the school council and the Ethos group. The school has very strong links with the local parish church, the United Reformed church and the local community. The annual gala, well-dressing and joint church/school newsletters and magazines help pupils understand the involvement of church and school in the community.

SIAMS report June 2015 Tintwistle CE Primary School Tintwistle Glossop SK13 ILY

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