



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Tushingham-with-Grindley Church of England Voluntary Controlled Primary School

Tushingham,
Whitchurch,
Cheshire,
SY13 4QS.

Previous SIAMS grade: Good

Current inspection grade: Outstanding

Diocese: Chester

Local authority: Cheshire West and Chester

Date of inspection: 19 May 2016

Date of last inspection: 21 March 2011

School's unique reference number: 111285

Headteacher: Kathleen Shephard

Inspector's name and number: Anne B. Woodcock 445

School context

The school has a very wide catchment area around Whitchurch in Shropshire. Over 70% of the 107 pupils do not live within the local authority area and many travel significant distances to attend the school. The vast majority of pupils are of White British heritage. They come from mixed socio-economic backgrounds within rural and urban communities. The proportion of pupils known to attract the pupil premium grant is below average. The school supports an above average proportion of children with additional needs.

The distinctiveness and effectiveness of Tushingham-with-Grindley Church of England Primary School as a Church of England school are outstanding

- The creative Christian leadership of the headteacher and deputy headteacher inspires and supports all members of the school family and drives all aspects of school improvement.
- Excellent relationships between staff, pupils and parents reflect Christian trust and respect and have a very positive influence on pupil progress and attainment.
- Pupils' outstanding behaviour and extremely positive attitudes to life and learning are clearly attributed to their implicit understanding of Christian values.
- Highly effective governance ensures that Christian distinctiveness is prioritised across all aspects of school development.

Areas to improve

- Seek the views of parents in the church school self-evaluation process, so that their shared opinions can influence improvements and support the Christian character of the school.
- Provide regular opportunities for pupils to plan and lead acts of collective worship so that they can more fully demonstrate their understanding of Christian worship.

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

The school's calm, welcoming Christian character is immediately apparent to visitors. 'Everyone gets on and understands each other. We use our Christian values because they are what makes our school special,' explained a Year 6 pupil. Behaviour is exemplary. 'Jesus told his disciples to be friends with everyone, to follow his path and be honest. We try to do that here,' commented a Year 5 pupil. Extremely positive relationships, based on the understanding of Christian love and respect, support and inspire all members of the school family. Pupils are excited by their learning which, they say, is fun and challenging. As a result, attendance is very good. All pupils, including those with additional needs, make very good, sometimes exceptional progress from their starting points. The highly inclusive nature of the school ensures that all can contribute and achieve. Standards of attainment are high and children are very proud of their achievements. Pupils' personal development is very good. They relish taking responsibilities for others and for the many fundraising events they organise. Pupils' spiritual, moral, social and cultural (SMSC) development is extremely well-supported. Staff and pupils are highly reflective. This is demonstrated throughout the school, both in classroom reflection areas and in the imaginative and colourful displays of pupils' work. Children express their ideas creatively through art and prayer. Through their regular forest school experiences, they develop a good knowledge of the natural world. 'Thank you for all the things you made for us,' wrote a very young child, 'we will look after things.' Religious education (RE) makes an exceptional contribution to children's SMSC development. Children enjoy and are challenged by their lessons. Through the study of Christianity and major world faiths, children gain respect for the beliefs and cultures of others. 'It is necessary to know something about other religions so that you can show respect. It is also very interesting,' stated one Year 6 child. Whole school topics, such as 'Africa' support children's understanding of diversity and challenge stereotypes. As a result, older pupils can talk knowledgably about global issues such as poverty and war.

The impact of collective worship on the school community is outstanding

Collective worship is a much valued and key feature of the school day. Children enjoy their worship experiences, saying that it makes them 'feel good and think about God'. Worship is joyous and participatory. It impacts strongly on children's attitudes and behaviour. Parents say that their children often talk about Bible stories, explaining what they mean and reflecting on how they should treat others. Themes focus on Bible teaching, Christian festivals and values. Children talk confidently about events in Jesus life and about the stories he told. 'Jesus is our loyal friend. His life is well-documented in the New Testament,' stated a Year 5 pupil. Through imaginative, inspirational worship, children come to understand the nature of God. Members of the school council explained, 'God is always with us, looking after us because he loves us, no matter what.' A display of pupils' thoughts on 'What it means to be a Christian' and designs of a badge using the 'three in one' concept of the Trinity, demonstrate the way in which worship themes and experiences impact on their beliefs and understanding. Pupils use some traditional Anglican greetings, prayers and graces. Prayer and praise are key features of collective worship. Pupils write and use their own prayers, many of which are displayed creatively across the school. The school prayer has recently been reviewed and renewed by the children. Time is given for reflection. The vicar provides inspirational worship each week and supports the school spiritually and pastorally. The church is used regularly for services at festival and other times. Parents attend these services. They also participate in the weekly celebration worship, valuing the opportunity to share in their children's work and worship. Collective worship is extremely well monitored by governors and staff. Feedback from staff, parents and pupils informs future planning and leads to ongoing improvements. The school recognises that pupils are now ready to regularly take full responsibility for planning, delivering and evaluating acts of worship independently.

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

The creative partnership of the headteacher and deputy headteacher inspires and drives all aspects of school improvement. Their Christian example and determination has created a nurturing Christian environment in which pupils can flourish and achieve as valued individuals. Staff are also exceptionally well-supported and morale is extremely high. Leaders and governors describe their Christian vision for the school as a 'golden thread'. This Christ-centred vision informs all aspects of leadership and management, ensuring that Christian love, respect and trust form the foundation for all that is achieved. Governors are pro-active and they provide extremely high levels of support. They monitor the work of the school thoroughly and meet with staff, pupils and parents regularly. As a result, they have an extremely clear understanding of the strengths of the school. They set challenging targets and ensure that funding is used wisely to support the needs of all pupils. Governors, senior leaders and staff work together creatively, sharing ideas and supporting each other. The church school self-evaluation process is robust. Church school issues feature strongly in whole school development planning. However, the school recognises that, by seeking the views of parents, the process would be strengthened further. Governors have ensured that issues for development from the previous inspection have been addressed. The impact of changes has been evaluated and ongoing improvements continue to be made. Governors have secured extremely strong leadership for RE and collective worship. As a result, the profile of both is high and standards continue to rise. Links with the local church are strong. The recently appointed vicar is having a very positive impact on the way on which church, school and community work together. Diocesan training and effective partnerships with other local church schools supports governance, subject leadership and curriculum development. As a result, the ongoing success of the school is secure. Pupils are proud of the way in which their ideas continue to improve the school and raise funds for charities such as the RSPCA and local hospice. Parents are overwhelmingly supportive of the school because they know that their children are valued and nurtured within a distinctly Christian environment. One parent explained, 'This school prepares our children for life. It is like a big Christian family.'

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