

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Tattingstone Church of England Voluntary Controlled Primary School			
Address	Church Road, Tattingstone, Ipswich, Suffolk, IP9 2NA		
Date of inspection	28 November 2019	Status of school	Voluntary controlled
Diocese	St Edmundsbury and Ipswich	URN	124744

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgement	The impact of collective worship	Grade	Good

School context

Tattingstone Church of England Voluntary Controlled (VC) Primary School is a primary school with 83 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's Christian vision

Mission statement – Turning small wonders into shining lights
School vision – We can do all things through Him who strengthens us (Philippians 4:13)

Key findings

- The school lives out its Christian vision across every aspect of school life. Driven by the vision, all members of the school community work to ensure that pupils receive the best possible education within a Christian context.
- Collective worship is key to the school's church school distinctiveness. It is creative, inclusive and invitational.
- Pupils enjoy learning in religious education (RE). Their capacity to reason, consider and debate big questions is a strength of the school. They are less able to articulate spiritual experiences. however.

Areas for development

- Create a shared understanding of spirituality that is distinguishable from social, moral and cultural development so that pupils can develop spiritual literacy and are better able to express their thoughts, feelings and experiences.
- Ensure that the vision is written into all policies so that they reflect the school's practice.

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 school is deeply rooted in the community it serves. The mission statement was chosen to reinforce this. It is a direct reference to a nearby folly which is known as the 'Tattingstone Wonder.' The mission statement was reinforced by the school's involvement in the celebrations for 200 years of church schooling in 2011, and the aspiration that the school has for all its' pupils. That they shine in every possible way. The beginning of the biblical verse from which the Christian vision is taken was adapted from 'I can do all things' to 'we' to better encapsulate the fellowship and collaboration the school fosters. Pupils understand that by trying their best, they 'can do all things' and that God's love can help and encourage everyone. Parents hold the school in high regard. Many choose to travel long distances to enable their children to attend. They attribute the nurturing ethos to its Christian distinctiveness. The vision is underpinned by biblical values such as love which give their children a firm foundation for the future. Pupils have high expectations for their futures and say that the vision statement encourages them to succeed and become 'shining lights.' They are very proud of their school and the roles they play within in it. They are motivated by a concern for others to be happy and do well because 'you are not just a little wonder for yourself but for everyone else as well.' Motivated by Christian values such as compassion, they take action so that no one feels left out. Through activities such as making a speech on behalf of the school council, for example, pupils gain confidence in their own abilities and know that they can do 'all things'.

Supported by committed governors and staff, the headteacher promotes a holistic approach to education through which all can achieve. Linked to the Christian vision, this develops pupils hopes and aspiration. By providing a broad and rich curriculum which includes enrichment opportunities, such as a visit to the Houses of Parliament, pupils flourish. Staff and governors are passionate about the school and work together to enable all to be the best they can be. Management decisions are made with the Christian vision and the needs of pupils in mind. Difficult situations are handled with dignity and respect for all. Although some written policies contain the vision statement, they do not always represent the uniqueness of the school or reflect the good practice and provision it provides.

Collective worship promotes the Christian vision and reinforces the values. It follows the church's calendar, which develops an understanding of Christian worship. A liturgical greeting and sending out is used, led by a pupil. Prayer and reflection times are included. Pupils participate by reading prayers and Bible stories. All are encouraged to evaluate collective worship as soon as it has taken place. Responses show pupils enjoy what took place, but they are less able to articulate the impact it has had on their values and attitudes. Collective worship regularly takes place in church. Adults and pupils find this uplifting. Clergy regularly lead collective worship and the Open the Book team provide opportunities to experience different worship styles. Pupils understand that prayer is talking to God on behalf of themselves and others. They know and use the Lord's Prayer. A reception pupil was confidently able to say it from memory and understood that it was the teachings of Jesus. Pupils love to write prayers which are used in collective worship and at the beginning of governors' meetings.

Partnerships with the church and the wider community are strong. The school regularly displays work in the church so that the village is able to celebrate and enjoy what pupils have achieved. The lay elder provides a link with Messy Church and many pupils attend as a result of their involvement with the school. The eco-council has worked with the Church to achieve their 'eco church award'. This successful partnership has been of mutual benefit. The school already holds a gold eco-school award so has been able to provide advice and practical help to Church members. They have also gained green Blue Peter badges. The eco-council further demonstrates stewardship of God's world by raising money to buy trees to be planted across the village. As part of its mission to the community, the school hosts a meal and entertainment for members of the village once a term. Through this, pupils learn about Christian service. Led by the school council, pupils fund-raise for and support a range of charities. This enables them to be courageous advocates for change and make positive contributions to the lives of others. Although pupils are clear that raising money for good causes is the 'right thing to do' they are not able to articulate why this is so.

As part of the Christian vision for all to flourish, provision for vulnerable pupils, including those with mental health issues, is a strength of the school. The pupil mental health ambassadors have raised the profile of mental health by raising money and awareness. They also provide pupils with advice on healthy eating and exercise. The

whole school community benefits from visits from the PAT therapy dog, who hears pupils read while the owner mentors them. Leaders and governors are mindful of the workload of staff and take measures to assist with this, such as the successful introduction of a new marking scheme. Staff appreciate the opportunities for training that enable them to develop both personally and professionally.

Learning about Christianity and world religions in RE enables pupils to appreciate the beliefs of others. Each new RE theme begins with a trip or visit which enriches their understanding, such as a visit to a mosque. The use of art, music and drama means that they can access learning at their own level. 'I wonder' questions enable them to reflect on big questions such as 'what would happen if Jesus had not been born'. The introduction of philosophy across the curriculum including in RE means that pupils can confidently consider philosophical and theological issues. They are less able to articulate spiritual experiences, however, such as giving a personal response to a piece of music played in collective worship.

Headteacher	Beverley Derrett
Inspector's name and number	Rachel Beeson 952