



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Long Itchington Church of England Voluntary Controlled Primary School

Stockton Road
Long Itchington
Southam
CV47 9PQ

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Coventry

Local authority: Warwickshire

Date of inspection: 22nd January 2016

Date of last inspection: March 2011

School's unique reference number: 130874

Executive Headteacher: Phyllis King Head of School : Rebecca Richards

Inspector's name and number: Rosemary Privett 321

School context

Long Itchington is a rural school with 176 pupils on roll, the vast majority living in the village and of White British background. The proportion of pupils with special educational needs and receiving SEN support is below average. From September 2015 the school entered into a collaborative partnership with a local voluntary aided primary school, initially for 2 years. The headteacher from this school became executive headteacher across both schools and a head of school has been appointed at Long Itchington. The parish is in a period of interregnum so there is currently no vicar.

The distinctiveness and effectiveness of Long Itchington as a Church of England school are good

- Long Itchington is a welcoming and fully inclusive school with Christian values at its heart.
- Accurate and insightful self-evaluation by senior leaders means that the school has a clear understanding of strengths and areas for development as a church school.
- High quality strategies to support vulnerable pupils and their families are driven by Christian love and compassion.

Areas to improve

- Develop evaluation of collective worship so that parents and pupils have more occasions to contribute to its on-going development.
- Develop robust systems to enable governors to monitor and evaluate all aspects of the school's distinctive Christian character effectively.

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

The school's aim statement 'to provide a secure and happy environment based on Christian values' underpins the way in which it determines its priorities. In response to the last inspection, the school now has a set of core Christian values including compassion, respect, hope, trust and peace that are 'absorbed into its culture.' They are explicitly expressed in the visual environment, in worship, the curriculum and in policies. A good example is the school's behaviour policy, which has forgiveness and respect, enshrined within it. The school is seen by many as, 'going the extra mile'. It demonstrates its Christian values in the way it treats the whole school community as a family. This means that pupils and colleagues feel supported, motivated and respected. Consequently pupils love coming to school and learn in a safe and secure environment. As a result, attendance is very good and exclusions are rare. Values posters and the focus of classroom reflection areas, provide an ongoing reference point against which pupils measure their attitudes to learning and life. This means that a strong sense of Christian love and respect underpins positive relationships at all levels. Parents greatly value the close attention given to the achievement and wellbeing of each individual, including those in vulnerable groups. Staff work very effectively with families to support them. The good progress in academic achievement and behaviour of these pupils is a testimony to the high quality teaching, pastoral care and Christ-like compassion given to all. The school has a variety of approaches, which support pupils' spiritual and moral development. Times to reflect and ask big questions are an important strand of its creative curriculum. This results in quality learning activities for all. Faith days on themes such as 'What price peace?' and a Trinity day also strongly support pupils' spiritual moral and cultural development and enhance the school's distinctive character. Age appropriate classroom reflection areas are now an important feature of each classroom. This effectively addresses an issue from the previous inspection. They are valued by pupils and support them emotionally as well as spiritually. A Year 6 pupil said, 'We go there to be calm and to share thoughts and prayers.' Well-planned religious education [RE] lessons also support pupils' spiritual development. Through the use of a range of interactive approaches, children enjoy RE, develop a range of skills and recognise its significance in their lives. Through carefully planned activities, such as investigating Christmas traditions across the world, pupils develop a good understanding of Christianity as a multi - cultural world faith. Pupils' cultural and global awareness is developed through learning about other faiths and cultures, not just in RE but as part of the school's cross-curricular themes.

The impact of collective worship on the school community is good

The daily act of worship has a place of major importance in the life of the school and is greatly valued by staff and pupils alike. Pupils enjoy it because themes are relevant and help them to make meaning. In this way worship supports their spiritual development. A pupil said, 'Collective worship is one of the main things that shows this is a church school. It's a time to be with God.' Worship is well planned by the coordinator. It is a driver for the school's values as themes are planned around them. This enables pupils to make links between the values and their biblical roots. There is also a strong emphasis on the major festivals of the church year, stories from the Bible and the teachings of Jesus. Displays in the hall strongly enhance the worship environment. They emphasise the core values and support pupils' understanding of Christian symbols, liturgical colours and the Holy Trinity. A Year 5 pupil said, 'This clock tells the time by colours. The purple parts are when we get ready for special times like Easter.' All staff lead acts of worship. Visitors from a variety of Christian denominations also lead and have provided good support during the period of interregnum. Pupils contribute through helping to prepare the worship table, writing and saying prayers and singing Christian hymns and songs. Their singing develops a sense of unity amongst the gathered community, creating an atmosphere conducive to worship. Pupils particularly enjoy the weekly family assembly when they come together to celebrate a wide range of achievements and worship together. It is clear that parents and other members of the community also value these times with large

numbers attending each week. They see it as a tangible expression of the school's strong 'sense of family and being a Christian community'. Pupils appreciate times for prayer. It punctuates the school day. Through writing prayers in classroom prayer areas, pupils are beginning to appreciate its importance in their lives. Pupils help to lead special acts of worship in the church and to plan and lead their class worship. The school has correctly identified the need for them to have more ownership of planning as well as leading significant aspects of daily worship in school. Although the impact of worship is monitored and evaluated, the role of parents and pupils in the process is not yet embedded across the school. Also, information from monitoring and evaluation is not always used effectively to plan the future development of worship.

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

The strong, aspirational leadership of the executive headteacher ensures that the school promotes a distinctly Christian vision rooted in its core values. This vision is strongly supported by the head of school. Their leadership is characterised by honesty and mutual respect. It is rooted in a vision of the school as an inclusive Christian family that cares, learns and forgives, based on the teachings of Jesus. All staff are committed to its on-going development. This has resulted in good achievement and very good behaviour. The executive headteacher and head of school, know the school well and their evaluation is accurate and insightful. They have effective strategies in place to check on its overall effectiveness as a church school. This ensures that each year, clear plans are in place to improve aspects of the school's distinctive character. An example of this is the way the school is currently working to extend areas for reflection into the outdoor environment. There have been considerable changes in the membership of the governing body since the last inspection. New governors are being well supported in understanding their roles and responsibilities. Regular visits to collective worship and accompanying pupils on visits help them monitor some aspects of the school's effectiveness. In-depth evaluation of the school as a church school by governors is less robust and lacks strategic direction. School councillors are proud of the times when they can be leaders. They are currently working to create a new school logo, which better reflects the school's church status. Effective training opportunities are planned for staff, including visits to outstanding church schools. This has resulted in the enrichment of the school's distinctive character since the last inspection. The recently established collaboration arrangements are already having a positive impact on the development of future church school leaders. Through it, supportive professional networks are developing. Great importance is attached to the leadership of RE and collective worship. Both meet statutory requirements and are led with commitment and a genuine desire to continue to seek ways to improve further. As a result of diocesan training, the RE coordinator is well informed about current developments in RE. Staff are also better equipped to support pupils in developing their understanding of key Christian beliefs and major Christian festivals. Mutually supportive links exist between the school, the diocese and the local church. The school visits church regularly to celebrate major Christian festivals. Large numbers of families and members of the community attend these services. The school choir also sings regularly in parish worship and large numbers of school pupils attend 'Messy Church'. These activities enable the partnership to develop and the school's vision to be shared and understood more widely. Leaders have also developed many links with the wider community. As a result, the school is involved in activities such as hosting and preparing a Christmas party for older residents. This enables pupils to experience putting their core Christian values into practice.

SIAMS report January 2016 Long Itchington CE VC Primary School, Warwickshire CV47 9QP

