

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Stilton Church of England Primary Academy

Address	Church St Stilton Peterborough PE7 3RF		
Date of inspection	10 July 2019	Status of school	Primary academy inspected as VC Diocese of Ely Multi-Academy trust [DEMAT]
Diocese	Ely	URN	145719

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 Judgements	The impact of collective worship	Grade	Good

School context

Stilton is a primary academy with 184 pupils on roll. Pupils are predominantly of White British heritage and few speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. In June 2017 the school was graded inadequate by OFSTED. An executive headteacher, shared with a local Church school, has been in post since September 2017. The school joined the Diocese of Ely Multi Academy Trust (DMAT) in May 2018.

The school's Christian vision

Flourish through friendship

Our God is a loving God who calls each of us to have a special relationship with Him and one another. Transformation is about being the very best we can be, fulfilling the skills and talents we have and living a rich and fulfilled life.

Key findings

- Collaborative working is the norm. Adults and pupils flourish through effective partnerships which promote aspiration for self and others, friendship and wellbeing.
- Very effective provision in religious education (RE) celebrates shared values and respects differences. It enables pupils and adults to develop and explore their understanding of what it means to be a person of faith.
- A universal conviction of the value of training ensures high levels of competence, builds self-esteem and assures individuals that they are valued.
- Comprehensive support for vulnerable individuals and families reflects the vision. It is offered with respect and accepted with dignity.
- The close partnership with the Church contributes to pupils' solid understanding of local Anglican tradition and practice. Their experience of wider Anglican traditions and other Christian denominations is limited.

Areas for development

- Fulfil the vision and ensure that every pupil can flourish and grow by providing a consistently high quality of academic provision for all groups.
- Ensure that pupils grow in their understanding of wider Anglican and Christian traditions through broader provision in RE and collective worship.
- Respond to pupils' growing interest in personal prayer and facilitate their spiritual flourishing by providing more spaces for quiet contemplation.

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 call to 'flourish through friendship' is a relatively new expression of a long-standing feature of this school. In spite of placing the school in special measures in 2017, OFSTED acknowledged that pupil personal development and welfare was good and praised the extent to which everyone worked together. In seeking to refresh the vision and root it in a solid Christian theology, school leaders and governors consulted widely and listened carefully to the views of their community. As a result, the vision is universally understood and shared. All pupils refer to the parable of the good Samaritan and show solid understanding of the distinctively Christian meaning of friendship. Building on existing good practice, leaders at all levels have embraced the core principle of everyone having a role to play in everyone else's growth and development. The extent to which the vision is understood, lived out and consistently reinforced by every individual at every level is a strong indicator of its long-term sustainability and impact. Governor monitoring, focused on the vision, seeks opinions and informs improvements.

A transformed curriculum provides rich experiences for all pupils. New approaches to teaching and learning reflect the vision, with collaborative learning at its heart. Effective, targeted support for individuals enables the majority to make good progress and many, including those with additional needs, exceed expectations. Expectations of staff are high. Individuals who find this challenging are supported with rigour and kindness. The role of training and professional development in building confidence and competence is central to the school. Governors work with the academy trust to ensure that their strategic roles are effective, using their knowledge to create robust monitoring procedures and refine key policies. Classroom staff receive training and support to implement improvements and new initiatives. They flourish through the gaining of new skills and this contributes to their sense of worth and wellbeing. Pupils, parents, staff and all leaders can identify where training has led to improvements in practice. Investment in RE, through high quality leadership and good professional development, has led to significant improvements. Care has been taken to ensure that it reflects the Church of England's statement of entitlement. Here, and across the curriculum, pupils thrive because they enjoy the challenge of enquiry-based tasks and thought-provoking questions. Pupils of all abilities speak confidently and knowledgeably about their learning. They say, for example, that their RE lessons teach them 'the difference between knowledge and wisdom.'

Pupils embrace the vision. They know that they are each unique and special because the message is reinforced in collective worship and throughout every day. Equally important to them is their role in enabling everyone else to flourish. Collaborative working is the norm, with groupings changed frequently so that different dynamics come into play; younger pupils talk about getting 'new best friends on Friday'. Relationships exude respect and dignity for the individual. Specific, meaningful pupil leadership roles are undertaken proudly and conscientiously. A large collective worship team plans, leads and evaluates worship. Other pupils identify pupil-led worship as 'the best because it makes us really think'. Pupils can explain how they make a difference to others in school, locally and further afield. Social action partnerships with the Church, such as the night shelter, give an insight into Christian friendship in action. Units in RE and themes in collective worship are beginning to develop pupils' understanding of courageous advocacy. Regular reflection in collective worship has developed pupils' ability to stop and think for themselves. As a result, they can identify their own strengths and weaknesses and know how to improve. They talk wisely about prayer and calm reflection, commenting that they would like more places in school set aside for this. Pupils enjoy using the peace garden, although this is always at set times and with a teacher.

Meaningful, productive partnerships make a significant contribution to the quality of provision for pupils and the breadth of positive outcomes. In a practical outworking of the vision, Church and school are united in their desire to create a warm, welcoming, supportive and inclusive Christian community. Worship as a family in Church and school has provided a platform for a range of shared activities and initiatives. These include pastoral support, academic enrichment and an insight into the lives of people of faith. The staff are strongly united in their passion for the vision. They are organised into mutually supportive teams and knowledge is shared to ensure continuity in case of absence. They have ensured that the vocabulary of flourishing and friendship permeates the school day and flows into their interactions with parents and the wider community. They say 'collaboration means sustainability', and they value input from fellow professionals. High quality support from the academy trust and the diocese has equipped staff and governors to fulfil their roles more effectively. Working with other Church schools, especially the partner school, has brought mutual benefits, allowing staff to challenge themselves to develop their practice. Over time the balance has changed so that, increasingly, staff from Stilton are sharing

their expertise with others. Parents identify themselves as partners in their children's learning. They benefit from a wide range of information and training events.

The strongly inclusive community is built on the shared understanding that 'friendship' requires taking responsibility for everyone. Achievement for all is a core school principle. Everyone belongs and everyone can succeed. Individuals at every level respond positively to being given appropriate choice and responsibility. The challenge and inclusion team utilise innovative approaches to determine how best to help every pupil reach their potential. Implementing the findings of the research teacher around approaches to learning has improved outcomes. Leaders identify and remove barriers to learning promptly. They reach out to families, finding ways to include those who find engagement challenging. Collective worship is welcoming to all. It provides spiritual nourishment to those of all faiths and none. Through the curriculum, particularly but not solely RE, pupils explore world religions and cultures, developing respect for the beliefs of others. Worship and religious education give pupils a secure understanding of Christian concepts and Anglican worship traditions. However, they have less understanding of the broader view of non-Anglican Christian tradition and practice in the UK and abroad.

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