

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Silverstone Church of England Primary School			
Address	Towcester Road, Silverstone, Northamptonshire, NN12 8UB		
Date of inspection	10 March 2020	Status of school	Academy inspected as voluntary controlled Peterborough Diocese Education Trust
Diocese	Peterborough	URN	143614

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

Silverstone Church of England Primary School is a primary school with 230 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. Since joining the school in 2016, the headteacher has led the merger with the infant school. The school moved to a new site and then converted to academy status with Peterborough Diocese Education Trust (PDET).

The school's Christian vision

Where we learn together, grow together, achieve together, knowing that Jesus said: "I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit." John 15:15

Key findings

- The warm relationships between all members of the school community reflect the school's Christian vision. All groups, including the most vulnerable, are valued and supported, allowing them to flourish.
- The headteacher lives out the Christian vision and values through his passionate and very positive leadership, inspiring all members of the school community. There is a deep culture of welcome and being part of a family loved by Jesus.
- Collective worship is warmly invitational and inclusive of everyone, whatever their beliefs. Opportunities to enhance spiritual development through posing and reflecting on big questions are sometimes missed.
- Religious education (RE) is well planned and pupils show positive attitudes to learning. Limited time is spent developing questioning and debate. Leaders do not currently formally monitor RE or collective worship in order to evaluate their impact on pupils' spiritual development.
- Pupils demonstrate the Christian vision and values through their respect and compassion for each other. They are able to disagree well.

Areas for development

- Introduce formal, rigorous monitoring and evaluation of RE and collective worship to strengthen the impact on pupils' spiritual development.
- Ensure that curriculum provision enables pupils to explore big questions and global issues relating to inequality and injustice. This is to enable participation in exciting theological debate and engage in social action projects.

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's Christian vision and associated values are rooted in biblical teaching. The vision is understood by leaders, staff and pupils and is being successfully lived out in the life of the school. It has a significant impact on the very strong positive relationships and the support given to pupils and adults within the school. One parent reported that on joining the school 'we felt immediately at home and part of a loving family'. Pupils and parents are greeted by name by the headteacher and staff, showing the importance of each one as a unique individual. School leaders respond to current thinking in Church school education, working with the diocese and PDET, in developing their vision. Leaders use the vision, summed up 'where we learn together, grow together, achieve together' as being part of God's family, to shape its policies and development plans. The vision inspires and underpins the good partnerships the school has with local churches. Church leaders work with the pupils in planning acts of worship and writing prayers, as well as regularly leading collective worship. High quality professional development means that future school leaders are being grown from within. Leaders offer highly supportive induction for new staff. Challenges are met and overcome within the school's supportive, caring environment, reflecting God's love for everyone. Governors undertake some informal monitoring of RE and collective worship, but this is not rigorous in assessing the impact on pupils' spiritual development.

The vision encourages each pupil to 'bear much fruit' through the broad curriculum. Therefore, attainment at the end of Key Stage 2 is above national averages. The vision is embedded throughout the school. For example, displays of pupils' work are vibrant, exciting curiosity. Learning walls within each class also extend learning and demonstrate the value of resilience. In addition, pupils understand that they can overcome barriers to learning through persevering. Behaviour is excellent, reflecting the values of trust and love. Inspection evidence shows that pupils put forward different points of view and demonstrate how to respectfully disagree well. The impact of the values of compassion and forgiveness are having a significant impact on the relationships and provision for all pupils. For example, one member of staff reported that each day is 'a fresh start in God's love'. Pupils demonstrate the values of curiosity and resilience through their good attendance. Pupils flourish as a consequence of taking on responsibilities such as being classroom guardians and monitors. The Christian vision is lived out by the school as almost all pupils take part in sporting events. Everyone is welcomed and included, whatever their ability. Pupils are involved in the school council but their impact on decision making is not clear at this time.

Evidence shows RE is well planned and taught. As a result, the school has recently been awarded the silver level of the Religious Education Quality Mark (REQM). RE provision is in line with the Church of England Statement of Entitlement. Evidence shows that teachers engage with effective professional development provided by the diocese and PDET. This reflects the vision of 'we learn together, grow together, achieve together'. Pupils demonstrate understanding of similarities and differences between Christianity and the different faiths they have studied. They show values of respect and curiosity when talking about visitors welcomed to school as well as different places of worship. Leaders do not rigorously monitor progress or note where spiritual development takes place. There is limited recorded evidence of the pupils posing and answering big questions or taking part in deep theological debate.

The school is inclusive, welcoming and supportive. As a result, vulnerable pupils, some with complex needs, are well nurtured and loved, helping them to thrive. This reflects the vision of 'If you remain in me and I in you, you will bear much fruit.' A parent commented that 'the staff will always make time for us if we need to speak to them and we will never be turned away'. The school's Christian vision and values are effectively reinforced through the weekly award of certificates. The values of love, trust and hope are demonstrated through the high profile that leaders give to positive mental and physical health. As a consequence, support is offered to staff, pupils and parents, through the school's engagement with external experts and providers. Pupils are aware of some global issues through support for the Children's Society Christingles and a link with a school in Uganda. Pupils demonstrate the value of compassion through their behaviour to each other and in caring for the school environment. Whilst the school supports some local and national charities, pupils do not currently engage with global social action projects of their own choosing. As a consequence, they have few occasions when they can challenge injustice and inequality in the wider world.

All members of the school community are invited to take part in collective worship. It is carefully planned and makes use of high-quality resources. It often links Bible stories to actions and events in the modern world. This allows pupils to understand that Christianity is a living world faith. Pupils are respectful at quiet times and engage with enthusiasm and obvious enjoyment, for example when singing or signing. The school's Christian vision is lived out during time given for prayer and reflection, which supports pupils' spiritual development. Pupils talk about God as the Father, Son and Holy Spirit reflecting their deepening spirituality. Pupils often plan collective worship which develops their understanding of some liturgical practice and traditions of the Anglican Church. As a result of the close relationship the school has with the local churches and wider community, church leaders and lay preachers are regularly welcomed to lead collective worship. These relationships are reinforced when parents are welcomed to St Michael's Church for special services with the school.

The headteacher has led the school positively through significant recent changes. He has never lost sight of the direction of the school as a Church school. He has demonstrated its Christian vision of everyone following the examples Jesus gave, allowing the whole school community to flourish. The school community recognises the school as being at the centre of the village and the positive difference it makes to their lives.

Headteacher	James Bloomfield
Inspector's name and number	Carolyn Gleeson 929