

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Loddington Church of England Primary School

Main Street, Loddington, Kettering NN14 1LA	
Current SIAMS inspection grade	Good
Diocese	Peterborough
Previous SIAMS inspection grade	Good
Date of academy conversion	1 October 2014
Name of multi-academy trust	Peterborough Diocese Education Trust
Date of inspection	9 November 2016
Date of last inspection	19 September 2011
Type of school and unique reference number	Primary Academy 141461
Headteacher	Sue Walters
Inspector's name and number	Revd Douglas Spenceley 368

School context

Loddington is a much smaller than average village primary school close to the town of Kettering. The school converted to academy status on 1 October 2014 and is part of the Peterborough Diocese Education Trust. Approximately 70% of pupils live outside the local area. The school experiences high inward mobility, including several pupils with significant and complex needs from schools in the neighbourhood. The percentage of pupils eligible for Pupil Premium support is slightly lower than the national average. The percentage of pupils with special educational needs and/or disabilities is much higher than the national average. The majority of pupils are of White British ethnicity.

The distinctiveness and effectiveness of Loddington Primary as a Church of England school are good

- The headteacher's strong Christian faith and her dedication and enthusiasm ensure that the Christian values of the school permeate all aspects of school life.
- The highly committed staff provide a faith-inspired learning environment in which pupils learn confidently and flourish.
- The fully inclusive character of the school exemplifies the clear belief and outworking of its Christian values and vision.
- The close working relationship with the local parish church contributes greatly to the support and spiritual development of the school community.
- Parents are welcomed into the life of the school and strongly support the distinctively Christian character of the school.

Areas to improve

- Establish a systematic and regular pattern of governing board monitoring, evaluation and discussion to inform future development of all aspects of the school as a church school.

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

The school confidently expresses the Christian vision and values at its heart. The clear displays and Christian symbols explain the Christian character which defines pupils' attitudes. Pupils learn very quickly how this has a positive impact on their relationships and behaviour towards each other and on their work and progress. They work hard within this caring environment. Staff have high expectations of attitudes and relationships rooted in the teachings of Jesus taught in religious education (RE) and worship. This results in very good spiritual, moral, social and cultural (SMSC) understanding and development as pupils move through the school, whether of different faiths or none. Through their learning in RE, pupils develop a very healthy understanding of the Christian character of the school. The school's overt Christian ethos of love for others manifests itself throughout. Pupils show maturity in their respect for and understanding of the diverse cultures and faiths within Britain today. The school provides a high level of care and nurture, especially for those who enter during the year with significant special and educational needs. Outcomes for disadvantaged pupils are very positive. Within the context of this overt Christian character, pupils' achievement is good. Standards are in line with or exceed the expected standard nationally. Pupils are making at least expected progress. Attendance levels are above national averages. The inclusive nature of the school is reflected in there being no exclusions.

Pupils show their very positive attitude to school life in comments such as, 'It's a big community, we all understand each other.' 'Everyone gets involved, it's always fun. It doesn't matter if you're good or bad, you're always included.' Parents notice how the Christian values in school are often reflected in improved behaviour at home. Children develop a strong moral compass rooted in biblical teaching as they get older. Staff know and care for each child and family individually. Parents are grateful for how the school has used its close links with the church to involve Father John, the parish priest, in providing pastoral and spiritual support for individuals and the school on occasions. All pupils feel safe and confident in school as a place to learn. 'My children thoroughly enjoy being at school', so much so that 'when the after-school club finishes they don't want to come home.'

The impact of collective worship on the school community is good

Worship is a central part of school life. It is well-planned and rooted in explicit Christian values, the Bible and the life and teachings of Jesus. It reflects the different seasons of the liturgical year and major Christian festivals. Management of collective worship is effective, with monitoring carried out amongst pupils and regular visits by the link governor for RE and collective worship, and other governors. Pupils participate enthusiastically and with understanding. They relate what is taught to their own lives and to practical ways in which they can respond. Pupils show a secure understanding of how their small actions can make a difference in the wider world. They mention the Shoe Box Appeal and Children in Need as ways of 'service to others who have very little'.

Pupils know a wide range of spiritual songs and hymns, sing enthusiastically, often with accompanying actions. They recognise the importance of prayer in developing their spiritual understanding. They write their own prayers, which some pupils spoke of using when they are at home. During worship time, pupils sing the Lord's Prayer and willingly lead spontaneous prayer usually linked to the theme of the day. Pupils have a growing awareness of the nature and significance of the Trinity and the meaning of some of Jesus' parables. Pupils prepare and lead some worship, enjoying dramas especially. They are stimulated by the weekly worship led by the parish priest, curate and other visitors. They prepare and lead worship in the church services at festival times. Older pupils assist during the termly school Holy Communion services and lead some elements of the worship. These developments effectively address one of the two improvement points raised in the last report.

The effectiveness of the religious education is good

Religious education is a core element of the curriculum, taught as a discrete subject by class teachers. The headteacher, as RE co-ordinator, has addressed the last report's second development area by effectively evaluating the locally agreed syllabus with staff. As a result, the addition of further units on Christianity enhance and deepen pupil understanding of the Bible and of Jesus.

Pupils reflect thoughtfully on moral and ethical questions presented in RE. These contribute directly to the school's distinctly Christian character and clearly support pupils' SMSC growth. Teaching in RE is effective. One lesson for younger pupils absorbed them in exploring a mixed range of artefacts from a variety of faiths. The teacher gradually and successfully elicited questions and responses from them about how they are used and why. Pupils enjoy their work and make good progress. Assessment shows that standards of attainment for the majority of pupils are in line with or exceed expectations. They are in line with the standards and progress in other subjects.

Pupils show progress over time in applying their analytical and reflective skills to the challenges which face believers in living out their faith. They also reflect with increasing depth about their own beliefs. The parish priest and curate help with some RE lessons, and readily invite pupils into church as a learning resource. The younger pupils took on their roles at the 'baptism' of a doll very seriously and with understanding. Additionally, pupils' regular and varied

visits to the cathedral are making a valuable contribution to their understanding of the church beyond their local environment. The school encourages visitors from other faiths and visits to places of worship beyond pupils' local experience. These effectively enhance pupil knowledge and awareness of a wide range of faiths and cultures. The subject co-ordinator keeps the school well-informed of the current local and national developments in RE. Several staff have accessed professional development opportunities with immediate positive effect on pupil development in RE. Tracking in RE is managed well. Monitoring by staff, senior leaders, pupils and the link governor effectively informs future development of the subject.

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

Through her strong, committed leadership, the headteacher has guided the school to a point where a clear, distinctive Christian vision and ethos are at the heart of the school. All school leaders and staff share the vision of the Christian call to love God and love each other. This informs all school activities. All pupils are supported through this underpinning Christian vision to work towards achieving their full potential. A passionate belief in the inclusive message of the Gospel informs admissions, management of behaviour and relationships, and communication. This culture provides an environment for learning, which has a very positive impact on pupil performance and relationships. Several staff have benefitted from strategic planning to develop them as middle and senior leaders of a church school, with clear benefit to the current leadership of the school. The headteacher and governors are committed to the central importance of RE and collective worship in school life. They encourage RE and worship co-ordinators, as well as other appropriate staff, to benefit from professional development.

A strong bond exists between school and the community, the church and the parents. Parents actively contribute to and support school activities. They feel welcomed and involved in the development of the school. Local residents enjoy attending school services and functions. Pupils engage in helping in the community, for example, 'in winter clearing snow from old people's paths'.

Formal monitoring by governors of many specific aspects of the school's Christian foundation informs the governing board, in particular about RE and collective worship. However, governing board minutes do not contain evidence of a sufficiently regular and rigorous system for effective development as a church school. In particular, the link between the school's distinctive Christian character and vision, pupils' development and strategic future planning for improvement is unclear.

Self-evaluation is largely accurate. Collective worship and RE meet statutory requirements. Provision in RE satisfies the Church of England's Statement of Entitlement for RE.

SIAMS report November 2016 Loddington Church of England Primary School NN14 1LA