

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Thrybergh Fullerton Church of England Primary Academy

Church View, Thrybergh, Rotherham. S65 4BL

Current SIAMS inspection grade	Outstanding
Diocese	Sheffield
Previous SIAS inspection grade	Outstanding
Date of academy conversion	February 2015
Name of multi-academy trust	Diocese of Sheffield Academy Trust
Date of inspection	22 March 2018
Date of last inspection	September 2012 (as the former voluntary aided CofE primary school)
Type of school and unique reference number	Academy 141588
Headteacher	Claire Garbutt
Inspector's name and number	Angela Knowles 497

School context

Thrybergh Fullerton Church of England Primary Academy is smaller than the average-sized school situated in the former pit village of Thrybergh near to Rotherham. The school population is increasing in number. Since the last inspection the school has converted to become an academy and is part of The Diocese of Sheffield Academies Trust. The senior leadership team have changed in September 2017 following the retirement of the Executive Head teacher. 96% of pupils are of White British heritage and 3.1% of pupils identify themselves as speaking English as an additional. 21.5% of pupils draw down pupil premium funding.

The distinctiveness and effectiveness of Christ Church as a Church of England school are outstanding

- The Christian ethos of the school is underpinned by strong nurturing relationships between all members of the school family.
- The impact through collective worship has provided the backbone from which the Christian values are explicit in every aspect of school life.
- The excellent behaviour of the pupils stems from the mutual respect and love they have for each other.

Areas to improve

- Expand the opportunities for the more formal evaluating and monitoring of collective worship, to include more regular feedback from the pupils and the wider worshipping community.
- Show progression throughout school particularly around subject specific vocabulary necessary to develop the 'Understanding Christianity' strand in the RE curriculum so that the least able are supported and the most able are challenged.

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

The school vision and mission statement clearly underpin the Christian values which act as the secure foundation on which the school is built. All stakeholders are proud to be part of the “Fullerton Family” and clearly articulate how important the strong Christian character of the school is to them. Everyone identifies Christian values touching their lives and feel the Christian care and love encouraging them to develop and thrive. Because of this everyone strives to do their best and achieve.

The trustees and senior leaders have a clear vision to be inclusive and meet the needs of the community and provide all pupils in the area with an excellent education underpinned by distinct Christian values. The Christian values of the school are closely linked to Biblical texts and displayed around school acting as a constant reminder of the school’s Christian foundation. The website reflects the Christian foundation of the school and the importance of Christian values, faith and worship. Because of this, all stakeholders articulate these values consistently and demonstrate them through very positive relationships, attitudes to worship and learning.

The demographics of the school have changed since the last inspection with assessment on entry to school data declining. Thorough self-evaluation and support from the trust, there are effective strategies in place for improving outcomes for all pupils. Pupils’ achievements are celebrated at every opportunity and the Friday act of worship is an opportunity for the whole school family to come together and celebrate.

The Christian ethos of the school ensures pupils are eager and enthusiastic learners where tracking data ensures they make good progress and are supported when needed. The nurture group effectively supports pupils through many and varied targeted interventions and demonstrates the close links between the shared Christian values and the spiritual, moral, social and cultural development of the pupils.

The Rotherham agreed syllabus for RE is well established and used effectively across school. This is being enhanced by the introduction of “Understanding Christianity” which is now being delivered across school extending the opportunities for pupils to think analytically around key Christian principles.

The pupils speak knowledgeably about other faiths and can give many examples of what they have learnt from their studies. Pupils speak knowledgeably about the value of understanding more about each other’s faith and the global nature of the Christian church. They understand that the Church of England is not the only Christian church and can name other Christian churches.

Attendance is around national average and, because of the school’s Christian ethos, is monitored closely with support offered to families when appropriate. Pupils behave well, supported by the consistent use of the agreed policy across school for managing behaviour.

The impact of collective worship on the school community is outstanding

The daily act of collective worship is central to the life of the school. It provides many opportunities for the whole school family to come together during each week. There is a focus table in the hall where there is a cross, candles which pupils linked to the person of God as Father, Son and Holy Spirit, and a box containing prayer requests which are shared regularly during worship. Each classroom has a reflection area where prayers are displayed and personalised by the class, where individuals can spend time thinking and praying. The Christian values are clearly displayed not only in the hall but around the whole school. Collective worship is coordinated by the head of school; she values and prioritises this time together. It is inclusive and carefully planned. Collective worship reflects the Christian values and vision of the school, incorporating Biblical teaching, PSHCE themes and the liturgical calendar. The vicar, head of school, pupils, teaching staff and other visitors make regular contributions to the leading of worship. Liturgical responses, shared prayers and reflection time are firmly embedded within worship. The worship observed began by pupils leading a liturgical response, all worshipers enthusiastically engaged in this as they did in the singing of a worship song. The inspiring words of the song were referred to by some pupils during an observed RE lesson later in the day. Themes connected to the school’s Christian values are also clearly reflected in and enhanced by the RE and PSHCE curriculum, making the links between worship, PSHCE and RE explicit. The focus for development from the last inspection around a more formal system to evaluate the impact of collective worship has been addressed through the use of questionnaires. Collective worship has been developed further after careful analysis of these. Pupils spoke enthusiastically of the plans to develop a worship and reflection space in the school grounds during the summer term.

Links between the parish and school are strong and valued by all. The head of school and the Parish Priest systematically plan themes for worship together on a termly basis. As well as the regular Friday worship, parents and governors are invited to key services linked to the liturgical calendar. These services sometimes take place on a Sunday and are well attended by the pupils and their families. A recent example was on Mothering Sunday when pupils made gifts of daffodils in school and distributed them to everyone during the Sunday service. Many pupils were actively involved during the whole service through leading the prayers and reading the Bible for example.

The effectiveness of the religious education is good

RE is taught as a discreet subject to ensure legal requirements are met but it has explicit links to the wider curriculum and the PSHCE curriculum. RE clearly supports and contributes to the Christian values of the school. The school follows the Rotherham agreed syllabus for RE and staff have attended training to deliver the 'Understanding Christianity' resource. The resource is now being used across school and lessons were observed during the inspection. At this point gaps have been identified by leaders which are being addressed to ensure progression in learning and subject specific vocabulary develops across the school and there is sufficient challenge for the more able.

During the lessons observed, pupils were engaged and showed an enthusiasm for the subject. Pupils' behaviour for learning was excellent because they enjoy RE as an exciting core subject of their curriculum and because of this no learning time is lost. The curriculum lead for RE and the teachers demonstrate sound subject knowledge. The quality of teaching and learning in RE is in line with that across other subjects and is at least good with consistent assessment processes in place. The marking of work follows the school's marking policy and includes clear next steps for learning and personal progress. The RE curriculum is enhanced by an exciting variety of activities. The teaching about other faiths is evident in work books and folders and the pupils show a good understanding of what others believe. This supports their growing knowledge about living in a multi-faith society. The focus for development from the last inspection around meaningful opportunities to meet pupils of different faiths has been addressed through being part of a linking project with a school in a different locality and using opportunities as they arise within the school community, for example learning about a family wedding in India. Pupils have a good knowledge of Bible stories and can relate them to which key messages they have for Christians, linking them to the school's Christian values. RE is led by an experienced member of staff who demonstrates a real love for the subject supported by knowledgeable and committed senior leaders.

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

The Christian distinctiveness of Thrybergh Fullerton Primary Academy as a Church of England school is explicit. Its Christian values run through every part of the school's life and act as its heartbeat. The school website articulates the vision and the values of the school and clearly identifies itself as part of the Diocese of Sheffield Academies Trust. The school has retained its local governing body after academisation. They, along with the trustees, support the school and challenge the leadership to ensure standards continue to rise and the Christian distinctiveness is maintained and developed. Development of all staff within school is a priority and supports the Christian distinctiveness of the school.

The Executive head teacher and head of school articulate the importance of the Christian distinctiveness sincerely and demonstrate the Christian values in action. They ensure a wide curriculum is delivered to all and that the RE and worship in school is also given the highest priority and meets statutory requirements. Their self-assessment is thorough and informative leading to an action plan for development. Trustees, governors and senior leaders ensure the school is an integral part of the community. Links with the church and its clergy and the wider Christian church are valued, effective and continually developing.

Leaders and trustees, supported by parents, want the pupils to do well and ensure there are sufficient resources to do so. Although school meets national averages in most areas, improving the academic standards further across school is a priority. The leaders, supported by the trust, work hard to maintain and improve outcomes for pupils, supported by the school's clear Christian values and ethos. The school lives out its Christian distinctiveness as a Christian family, willing and able to offer adults and pupils caring support during challenging times. The pupils also lead in school. They have many and varied opportunities to influence leadership decisions, for example through the school council and supporting each other. The pastoral care of the whole school family is rooted in Christian love. School works hard to ensure the links with parents remain strong. Parents feel welcome and comfortable to approach staff with any concerns. All members of the school family are overwhelmingly positive about the school and senior staff are proud to be its leaders.

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