



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



 The **Methodist Church**

National Society Statutory Inspection of Anglican and Methodist Schools Report

Tickhill St Mary's Church of England Primary and Nursery School

St. Mary's Road
Tickhill
DN11 9LZ

Previous SIAMS grade: Outstanding

Diocese: Sheffield

Local authority: Doncaster

Dates of inspection: 6 February 2015

Date of last inspection: November 2009

School's unique reference number: 132753

Headteacher: Janet Sanderson

Inspector's name and number: John Horwood 177

School context

This is a smaller than average primary school close to the church of St Mary's in the heart of the town. Most pupils are of White British heritage. The proportions of disadvantaged pupils and those who have special educational needs are below average. There have been many changes in personnel during the past two years including a new headteacher, a new vicar and significant changes to the governing body and school staff.

The distinctiveness and effectiveness of Tickhill St. Mary's Church of England Primary and Nursery School as a Church of England school are good

- School leaders, including governors, ensure that faith and spiritual development are at the heart of pupils' development within the school.
- Every pupil is valued as an individual and their learning needs are supported effectively to ensure that they all make good progress with their academic needs and personal skills. Christian values promoted within the school are fundamental to this support.
- Adults lead by example in demonstrating Christian values and pupils respond well developing outstanding relationships and supporting the well-being of others.
- Pupils' spiritual, moral and social understanding is developed well through worship and the curriculum.

Areas to improve

- Provide more opportunities for pupils to visit different communities to enhance their understanding of diversity within the Christian community and of Christianity as a multi-cultural faith.
- Embed the developing whole school assessment procedures into religious education.

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

Throughout the school there is a welcoming and caring ethos which has been created by staff and governors. They are excellent role models and have successfully promoted outstanding relationships throughout the school. One of the school's aims is 'to accept, love, forgive and trust in order to help their children's confidence grow through the love of God and their commitment to each other'. These Christian values provide an environment where pupils all successfully develop to their full potential. This is reflected in their academic and personal achievements. For example, attainment is rising and behaviour is good. The support for each pupil enables all groups of pupils to achieve equally. Because pupils feel cared for and trusted they enjoy school and attendance is above average. Christian values are promoted well within religious education (RE) lessons and have to be followed up by pupils in their actions. For example, following a lesson about God as provider the pupils had put their learning into action and at the end of the day tell the class how they had helped someone around the school. The impact of RE on pupils' spiritual, moral and social development is reflected in their positive attitudes to learning and their behaviour. They have developed the confidence and skill for discussion within lessons. Pupils' cultural development is not as well-developed as other aspects of their development. Pupils show their understanding of the value of Christian stewardship by supporting fund raising for both local and international charities. Pupils develop a basic awareness of Christianity as a multi-cultural world faith. Within the local community they are able to learn about the Anglican traditions well and to gain a limited understanding of Methodist traditions. However, there are no other places of worship nearby to explore the features of other Christian denominations. This aspect is an area for development already identified by the school.

The impact of collective worship on the school community is good

Pupils are enthusiastic about collective worship and recognise it as an important feature within a church school which helps them learn about Jesus and the Bible. Collective worship is led by a range of adults including senior leaders from the school, class teachers, the vicar and a range of visiting speakers. This provides different styles of worship for pupils to experience to develop a greater understanding of Christian traditions. The school hall is well-prepared for collective worship and music is used to create a calm and peaceful atmosphere. All pupils are involved in collective worship through their enthusiastic participation in interactive parts, their high quality singing, their help with preparation and the respect shown to others throughout. Aspects of leadership of collective worship by pupils include leading prayers. Collective worship regularly includes Christian teaching and Biblical material and has a strong focus on Jesus Christ. This also helps pupils understand the meaning of prayers. Learners develop a growing awareness of God as Father, Son and Holy Spirit with an understanding appropriate to their age. Each class, in turn, leads one of the regular class worships which usually take place in the school hall. Pupils' contribution to church services is increasing as the new vicar becomes established in his role. They enjoyed the Christingle service which has been held in the church for the past two years. Pupils and parents enjoy celebrating the Christian festivals in the church as well as the termly church services. This helps them understand the importance of Christian festivals during the church year. Within collective worship, hymns and prayers promote the values of thankfulness and praise. Collective worship is well planned by the collective worship co-ordinator who involves school staff and the vicar in the planning process. An element of the short-term planning is being able to respond quickly to reflect important world events that occur. In addition to collective worship, pupils identify the opportunities for prayer throughout the day. These include grace at lunch time and areas for individual prayer and reflection which includes the opportunity to sit quietly in the headteacher's office. The vicar is able to gauge the impact of collective worship on children directly. There are other systems to monitor the impact of collective worship developing. These include informal feedback to school leaders and a questionnaire for pupils which allow some analysis of the impact to be made in order to suggest possible improvements.

The effectiveness of the religious education is good

The Doncaster agreed syllabus is followed and pupils receive the required amount of learning time. Teachers have good subject knowledge and make lessons enjoyable and informative so that all pupils make good progress from their starting points. Pupils especially like the interactive parts of the lessons that often link the values being taught to their every-day experiences. There is a strong focus on Christianity and Anglican traditions and pupils have a good understanding of the Bible and the importance of Jesus Christ. Pupils benefit from visiting the local church and regular visits by the vicar to enhance their learning. Pupils learn about other cultures and faiths from around the world. They gain an awareness of the main characteristics of these faiths but do not have the opportunities to enhance this learning through visits to other communities. However, leaders are aware that pupils do not have opportunities to support their learning of other faiths and of the diversity of Christianity. They are reviewing how to provide these including with the use of 'virtual tours'. Pupils demonstrate the skills of questioning and reflection as a result of RE lessons and the Christian values promoted have a significant impact on their spiritual, moral, social and cultural development overall. The subject leader is well supported by other leaders and members of the governing body. Although pupils' work currently shows they make good progress, with the new marking system supporting learning, the use of assessment is also relatively new and is not yet consistently embedded to inform future learning needs.

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

Effective links with the local church community have helped the school develop well as a church school. The strong faith of the senior leaders and governors enables them to lead by example in promoting Christian values such as love, care, friendship and forgiveness. The vicar provides excellent spiritual support to both adults and pupils. The aims and vision of the school are well rooted in Christian values and this is recognised and appreciated by parents. The new headteacher is very well supported in her vision by all leaders. Pupils say that they like the changes introduced recently. They say that relationships are now excellent throughout the school and, for example, they feel welcome in the headteacher's room when they need support. The vast majority of parents appreciate the Christian values and the way they are promoted within the school. Leaders ensure that the curriculum is based on Christian values and this contributes to all aspects of pupils' well-being. The headteacher has developed a leadership style with increased distribution of responsibility and a team approach where decisions are reached jointly. Links with the diocese are used to support staff development including towards future church school leadership. However, the location of the school has restricted the development of effective partnerships to support pupils' understanding of national and global communities. The strong link with the church enables pupils to gain a good understanding of Anglican traditions and practice. The focus areas for development from the previous inspection have, in general, been addressed. However, there is still more to do in developing pupils' understanding of Christian values within the more diverse community. School leaders ensure that RE is given a high priority within the school. This ensures that the provision for both collective worship and religious education meets requirements.

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