

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Ketton Church of England VC Primary School

Address High Street, Ketton, Stamford, United Kingdom, PE9 3TE

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Overall grade

Excellent

The impact of collective worship

Excellent

School's vision

"Success for all" Successful, confident, responsible and reflective individuals who are equipped to thrive in modern Britain. Encapsulated by Our Christian Values: Forgiveness Honesty Kindness Unselfishness 'Ask, and you will receive; seek, and you will find; knock, and the door will be opened to you'. Matthew 7:7

Key findings

- The distinctively Christian vision, promoted by leadership at all levels, is the dynamic driving force that underpins policy and action. The vision is enhanced and supported by highly effective partnerships. Vision for success, in its broadest terms, enables leaders to prepare conditions for excellent academic, social and emotional growth. This creates a harmonious, inherently peaceful and rich environment. Pupils are transformed and the whole community flourishes.
- Leaders have developed a cohesive and coherent curriculum where the Christian vision for success is the overt intent. Carefully and collaboratively chosen Christian values are the thread that weave through the implementation of the school's educational offer. This has created a safe, respectful community where individuals think for themselves and achieve better than pupils of a similar age. There are opportunities to further promote spiritual reflection.
- Leaders view 'success' holistically and provide a bespoke, personalised provision for learners and staff. Pupils and adults flourish because they are empowered by a strong educational offer. This is supported by mental health provision which improves attendance and promotes inclusion. Pupils accept and appreciate each other and behaviour is exemplary.
- Collective worship is firmly rooted in the Christian vision consistently promoting Christian values. Pupils are reverential, respectful and deeply reflective. Pupils speak of the impact of worship on their personal lives. There are pupil worship leaders and some pupils plan and deliver celebration assemblies. However, there are opportunities to plan other assemblies alongside adults.
- Due to highly effective subject leadership, pupils excel in religious education (RE). They are enthusiastic learners who are religiously literate. Whilst diversity of faith and philosophical views are taught, enrichment and hands on experiences would enhance understanding. The appreciation of Christianity as a living and diverse faith could be explored further.

Areas for development

- Strengthen the schools impact on local, national and international communities by further developing courageous advocacy. Using the school's vision of success for all, encourage pupils to challenge injustice and deprivation. Enable advocacy to impact communities and areas where success might be difficult.
- Enhance and extend the climate of spirituality so that pupils can, without compulsion, reflect on the personal aspects of faith and relationship with God.
- Further develop curriculum opportunities to appreciate the diversity of religion and diversity within the Christian faith. In so doing, enable pupils to relate respectfully to all in their national community.

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 impact of the school's distinctive Christian vision of 'success for all' is excellent. The vision, promoted by leaders and supported by highly effective partnerships, is the fundamental driver of school policy and action. It is the life blood of the school. All members of the school community flourish and surpass expectations for academic, social, emotional and spiritual wellbeing. Community relationships are excellent. The school is authentically living out its distinctive vision in every aspect of its work; everything is woven together into a rich tapestry of success. Significant partnerships with The Rutland Learning Trust and the Diocese inform and support the implementation of the vision. In turn, expertise in the school is used to support other schools within the trust. There is a culture of professional development and school improvement. Governors and staff have access to an extensive suite of training opportunities. Governors robustly monitor the school's development, as does the trust . As a result there is a singularity of purpose and a rich culture of excellence where all flourish.

Leaders ensure that all curriculum decisions, including those for enrichment, are driven by the distinctive vision. The application of the vision to curriculum building has led to an unusually strong coherency tying together elements of the curriculum. As a result, education is effective and learning outcomes are consistently above those expected of pupils of similar ages nationally. Early intervention means that pupils are supported and their learning moves forwards. There is a broad understanding of success that is not tied to merely academic ability. The school makes decisions to enable pupils who may be challenged academically, to flourish in the arts with music lessons for example. The policy for spiritual development is clear and opportunities for spirituality exist across the curriculum . Pupils are encouraged to think deeply about big questions such as 'Does the world need a messiah? There are places to reflect in the school environment. This could be further enhanced by encouraging a focus on the meaning and mystery of life. The distinctive Christian vision infuses all aspects of individual character development. Pupils are respectful, independent and polite. They are enthusiastic not only for their own success but also encourage others to achieve. Behaviour is exemplary. Older pupils are given trust passes which allow them to access reflective spaces and quiet areas at any time should they need it. There is an air of peace and tranquillity in all shared spaces. There have been no exclusions recorded recently nor have there been any incidents of any form of bullying. Attendance is excellent and above national averages. Pupils enjoy learning. They consider social issues and are encouraged to empathise with the disadvantaged through the class sleepover project. One parent described a pupil who had insisted that their family gave financial support in response to work on homelessness. Pupils spoke about their concern and prayers for both Ukraine and Russia. Further developing pupils' responses to injustice, deprivation and exploitation would enhance the impact of character development beyond the school community.

The Christian vision drives leaders to action; they believe that if the right conditions are established, pupils and staff will thrive. Case studies show how the impact of vision and the school's care for the individual have significantly improved experiences for those in the school community. This includes rapid and sustained improvement in attendance, inclusion, growth in confidence and self-worth and the reduction of anxiety in individuals. A parent whose child has special needs said the school's vision of success for all meant it was 'gently overcoming barriers'. The school has strong provision for mental health with mental health trained staff, and a bespoke space, the den, for individual and group sessions. Leaders regularly review conditions

for learning and act quickly to remedy issues. Following the pandemic, staff noted the lack of social cohesion and resilience in some classes. In partnership with the MAT, educational psychologists were invited to work with staff on emotion coaching. The impact of this work has been positive. The whole school community are able to express their worries and fears and are given tools to be open about mental health. Support for adults and pupils is tailored to specific need and is highly effective. There are multiple examples of families thanking the school for their support during the pandemic, they are full of praise of the 'outstanding care' and 'almost unfailingly positive experience'. The school is working to ensure that all respect and celebrate diversity. Pupils are encouraged to draw lessons from the lives of inspiring people from all cultures. Projects to promote diversity, such as ethical partnerships or enrichment opportunities in RE, would further understanding and respect.

Collective worship is given high priority by leaders. It enables pupils to reflect thoughtfully about the application of distinctive values and Bible stories. Pupils are reverential and attentive. Stillness and reflection are the norm. All are invited to be worship leaders and in turn, lead worship by lighting candles and choosing prayers. Pupils write prayers which focus on forgiveness, honesty, kindness and unselfishness which are added to resource banks used daily. Worship is invitational and inclusive. Personal reflection is actively encouraged, shared and valued. Pupils talk about the way in which messages have inspired them to understand personal responsibility and forgiveness in relationships. The exceptionally harmonious, peaceful and respectful environment of the school is a measure of the positive impact of worship. Older pupils take responsibility to organise and lead the weekly celebration assembly linking awards to the school's values. Classes also write the scripts for church services. Pupil leadership could be developed if there were more opportunities to plan worship alongside staff. This would provide further opportunities to support the spiritual development of pupils. The local church regularly leads worship. The partnership is highly valued. Reflections on themes or messages brought by the church are routinely encouraged in the days and weeks following the visit.

Leaders have established and adapted a curriculum for RE which has a good balance between theology, philosophy and human sciences. Pupils are engaged and articulate. They enjoy the subject and all, including the vulnerable and those with additional needs, flourish. Older pupils particularly enjoy discussion, debates and expressing opinions. They are comfortable accepting and living with each other's contradictory convictions. All pupils are proud of their high quality work and can readily share their learning. Pupils would benefit from a greater understanding of diversity within the Christian faith. Curriculum enrichment such as welcoming visitors from different faith groups would enhance engagement further. The RE subject lead, collaborating with pupils and staff, has worked tirelessly to improve and adapt the curriculum. Opinions and advice from the diocesan advisor and training from local and national sources have been actioned. This collaborative nature of curriculum design and delivery has enriched and improved the RE offer for pupils.

Contextual information about the school

Date of inspection	15 June 2022	URN	141453
Date of previous inspection	21 May 2015		
School status	VC	NOR	190
Name of Multi Academy Trust or Federation	RLT		
Diocese or Methodist Circuit	Peterborough		
Headteacher	Glenn Fraser		
Proportion of pupils deemed to be disadvantaged	Below National Average		
Proportion of pupils with special educational needs and/or disabilities	Below National Average		
Additional significant information (if needed)			
Inspector's name	Jane Trampnow	No.	0954