



## DRAFT

### Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

#### Tintwistle Church of England Voluntary Aided Primary

Address South Close, Church Street, Tintwistle, United Kingdom, SK13 1LY

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** **Good**

**The impact of collective worship** **Good**

**The effectiveness of religious education (RE)** **Good**

#### School’s vision

We learn and grow best together, with God, in a family of all sorts of people, surrounded by encouragement and love. God’s wisdom includes following Jesus’ example and making the most of our talents. We work together at our learning, at our skills, at our friendships and at our faith. We are ‘growing in wisdom’ Luke 2:52

#### Key findings

- The school’s Christian vision, which is firmly rooted in the Bible, powerfully infuses all areas of its life and mission. This creates a highly caring, positive environment in which everyone flourishes.
- The high level of commitment and enthusiasm of the headteacher and all her staff brings a deep sense of purpose and community to the school.
- Through its vision and values, the school works tirelessly to ensure that all pupils and families are known, nurtured, inspired and included. This results in them feeling safe, confident and enabled to thrive in their relationships and learning.
- Collective worship is a focal point of the school’s daily life. It strongly reflects the school’s vision and values. It provides opportunities for meaningful worship and celebration and builds the community.
- The teaching of religious education (RE) enables pupils to develop a good understanding of Christianity and strong religious literacy. Pupils are unclear about their journey and progress in the subject and therefore do not know what they need to do to improve their learning.

#### Areas for development

- Strengthen the status of religious education throughout the school. This would raise its profile and enable pupils to have a clearer understanding of their journey and progress in the subject.
- Deepen pupils’ understanding of spirituality to enable them to fluently articulate its meaning and impact on themselves and others.

- Provide opportunities for pupils to deepen their understanding of courageous advocacy so that they can begin to engage with challenges to social injustice nationally and globally.

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

At Tintwhistle, the deeply held Christian vision is shared and embraced by all members of the school community and profoundly influences everything that happens. The school powerfully lives out the vision creating a harmonious, vibrant and successful learning community. Strong, affirmative, positive relationships permeate the school contributing significantly to its loving, family feel. This clearly results in a school in which pupils and adults flourish. Being 'with God' and 'surrounded by encouragement and love' are key elements of the vision which are evident in all relationships. The school ensures that everyone is well known, embraced as members of the community and has their individual needs met. Policy and action for good mental health and emotional wellbeing is a major priority for the whole community. Consequently, everyone looks out for those who may be experiencing any sort of difficulty, offering care and signposting further support. This helps to ensure that no one who is struggling goes unnoticed and each of God's children is valued and treated with dignity and respect.

During COVID lockdown, leaders and staff lived out the vision, ensuring that each member of the school family, whether at home or in class, was safe. Social time, worship and lessons were frequently provided online giving routine and support. Where necessary, home visits were made in order to offer reassurance, to provide work and ensure wellbeing.

Having established and promoted the school's distinctive and inclusive vision, leaders and governors have been successful in ensuring that it is well lived. The vision has a strong theological grounding which influences policies, actions and future planning at all levels. At present, governors do not have a formal process for the monitoring and evaluation of RE, collective worship and the school's Christian distinctiveness. This means that they do not have complete insight into these areas of the school's work.

The school vision underpins the well-planned curriculum which has been established to ensure that pupils of all abilities thrive. It enables pupils to be prepared for life in different and diverse communities. The school is highly effective in meeting the learning needs of all. Those with any sort of additional needs or vulnerabilities are exceptionally well embraced. This results in pupils having an excitement, confidence and enthusiasm about their work and learning. They enjoy lessons and are collaborative, respectful and supportive with one another and with staff. Because of consistent, fair practice and strong policy, behaviour throughout the school is excellent. Incidents of unkindness or bullying are rare and if they do occur are quickly and effectively forgiven and resolved before relationships are restored. Spirituality is developing within the school community, however a shared vocabulary and opportunities to further deepen this are generally not evident. Because of the vision, school environment, curriculum and provision of extracurricular activities, pupils have high aspirations, confidence and resilience.

The highly committed staff are well cared for. This creates a strong, mutually supportive rapport and atmosphere. Because they are valued, staff are active in contributing to the development of the school and have their own training needs met.

Tintwhistle School is active as an important focal point within the village and community. Particularly strong and thriving connections are well-established with the parish church and United Reformed Church from which a number of the highly committed governors have been drawn. Through these links, pupils regularly benefit from visits to the churches for special services, prayer events and enrichment activities. These enhance and give relevance to their understanding about how Christians worship and practise their faith. The local vicar is highly supportive of the school and, with others from the churches, is generous in investing time to provide pastoral and curriculum support.

The vision enables the enthusiastic pupil ethos ambassadors to lead in a number of ways. In particular, they assist with collective worship and direct the school's charitable focus. They have developed and share a democratic approach which has led to successful fundraising for several Christian charities. In looking outwards, the school is also active in local projects recently resulting in work to reduce litter and creating a small wildflower area. Work through the skilfully led forest school provision results in pupils developing a greater love, understanding and respect for God's creation.

Issues relating to injustice, inequality and environmental concerns are occasionally considered. These have resulted in some understanding and empathy for people and situations they face in God's world which are difficult. A few pupils have begun to realise that following Jesus' example could lead to them challenging injustice and engaging in social or environmental action. At present there are only limited opportunities to explore this further to gain a deeper understanding of courageous advocacy for social action.

Rich displays around the school celebrate the school vision, pupil work and achievements in school and beyond. In each classroom a relevant worship board provides a focus for pupils to reflect, pray, explore faith and learn more about Bible stories.

Collective worship at Tintwhistle is rooted in the Bible and carefully planned to reflect the school vision and the Christian calendar. Staff, pupils and parents are invited to engage with worship and respond making it accessible and inclusive. Members of local churches and clergy are regularly involved in supporting the school with worship. This strengthens the long-standing, mutually beneficial links which have been established. Enthusiastic singing and eager participation in reading and other elements of worship show that this focal part of each day is valued by all. Pupils have a significant role in preparing weekly class-based worship and this strengthens their confidence in its leadership and planning. At present there is no formal system for pupils to plan and evaluate whole-school collective worship. During COVID, collective worship moved to regular online events, some of which were provided by the local churches. This helped to maintain the strong sense of Christian fellowship within the school and provided an important time of contact and unified focus.

The teaching of RE in the school is effective in equipping pupils with a good knowledge and understanding of Christianity and world faiths. Big questions are often used effectively, and pupils enjoy engaging with the debate and discussion which arises. Pupils recognise RE lessons as a safe and sometimes challenging place to explore and compare religious ideas, beliefs and practices. There is some teaching about different ways in which Christians practise their faith in other places. There are not yet opportunities to explore a fuller range and diversity of how Christians worship around the world.



**The effectiveness of RE is** Good

RE is well taught in the school meaning that pupils' knowledge and understanding of Christianity and world faiths is good. Teacher assessments do not always make clear how they are doing, thus pupils are sometimes unsure how they could improve. Pupils have developed a good level of religious literacy and vocabulary. This enables them to connect well with theological and philosophical themes.

### Contextual information about the school

Date of inspection	08/03/2022	URN	112923
Date of previous inspection	11/06/2015		
School status	Voluntary Aided	NOR	123
Name of MAT/Federation			
Diocese	Chester		
Headteacher	Jo Griffin		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is in line with national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is below national averages.		
Additional significant information (if needed)			
Inspector's name	Peter Coates	No.	937