



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Tickhill St Mary's CofE VA Primary & Nursery School

Address St. Mary's Road, Tickhill DN11 9LZ

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) **Requires Improvement**

School's vision

"To encounter Jesus is to be invited into 'life in all its fullness' (John 10:10): each person is utterly precious." We promote acceptance and inclusivity, celebrating the diversity of God's creation, in hope that each child follows St Mary in discovering and fully living their life within God's plan.

Key findings

- The school's Christian vision is implicitly woven through all aspects of school life. As a result, pupils behave with kindness and respect reflecting that 'each person is utterly precious'. Governors and senior leaders do not explicitly or systematically draw on the vision to drive the work of the school as a Church school.
- Highly inclusive practice, driven by the passionate leadership of the headteacher, staff and governors, results in radical acceptance which binds the whole community in love and leads to the exceptional flourishing of all.
- Pupils enjoy their RE learning and have emerging opportunities to consider big questions. Their engagement with the 'Understanding Christianity' resource is helping strengthen their knowledge and critical enquiry skills. Pupils do not develop sufficiently deep understanding of a wider range of religions and world views.
- Collective worship is the heartbeat of this highly inclusive school. Pupils and adults alike value this special time together which is expressed through deep care and love, permeating the whole school day.
- An inspiring, vision led curriculum provides a rich range of first hand experiences, visits and opportunities that lead to the academic flourishing of pupils including the most vulnerable. The school does not yet have a shared understanding of how pupils' spiritual development is promoted.

Areas for development

- Share and promote the school's Christian vision more widely so that it is deeply understood by all and drives strategic developments in school as a Church school.
- Build on the existing opportunities for spiritual development across the curriculum by establishing a shared understanding of what spiritual development means in this school.
- Extend the developing practice in teaching Christianity in RE to the teaching of other religions and world views in order that pupils have deeper knowledge in line with the school's vision of acceptance and inclusivity.

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

Tickhill St Mary's is a school full of joy, love and acceptance of all. The school's Christian vision is rooted in the celebration of diversity and is lived out by staff and pupils alike. They are inspired to do so by the bold, principled leadership of the headteacher. Pupils and staff are flourishing because they can be fully who they are, safe in the knowledge they will be accepted by the school community. Governors and parents speak highly of the impact of the school staff and leadership team. Leaders are passionate in their drive to support all pupils and adults in 'fully living their life within God's plan'. How the vision is used to explicitly monitor the quality of the school as a Church school, thereby driving strategic improvements, is less well developed. Five carefully considered Christian values support pupils to consistently behave well within and beyond school. They are courageous advocates for each other and fully live out the school's spirit of inclusion in their relationships. Parents commented on how the school is naturally caring so 'pupils model this too'. Parents appreciate the support school offers which is often transformative for pupils and their families.

Inspired by the school's vision to 'fully live life', leaders have planned a rich curriculum, underpinned by a wide variety of visits and first-hand experiences, enhancing pupils' learning and development. Vulnerable pupils and those with additional needs are fully included. They receive exceptional care and support from adults who know them well. Leaders are committed to providing wide support for pupils' spiritual lives. Pupils develop an appreciation of the natural world by caring for the school chickens, guinea pigs and stick insects and engaging with the fantastic onsite forest school provision. Regular Godly Play opportunities enable pupils to reflect deeply. These sessions are characterised by a palpable sense of sacredness and calm and pupils respond respectfully and thoughtfully. School leaders have not yet secured a shared understanding of the spiritual development of all in the school community.

In early years, children exhibit the same respectful relationships as older pupils. This is because adults and pupils consistently model the school's Christian values. At break time and lunch time pupils serve, support and include each other. The atmosphere is harmonious. Disagreements are rare and when they do happen the 'Friendship Force' are on hand to support others. Pupils value these leadership roles which are many and varied. Pupils in year six buddy younger pupils, offering support throughout the school day. One parent commented that this had made the difference in their child having the confidence to attend school. The sense of harmony which underpins the school day extends to the staff team. They are inspired by the school's inclusive Christian vision and are 'supported and encouraged to thrive'. They speak passionately about the support received from senior leaders for their mental health and the transformative difference this has made to them.


Pupils and adults are keen to challenge injustice. Their belief that 'each person is utterly precious', inspires them to action, offering prayer, financial help and raising awareness to support others. Pupils are inspired to begin their own projects including looking after the world, offering prayers about the war in Ukraine and providing care for hedgehogs discovered in the school grounds. This call to action is exemplified by the peace garden in which the school have chosen to fly the Pride flag as part of their work celebrating diversity and promoting inclusivity. Pupils speak passionately about this work. They are adamant this is a school 'where you can be yourself'. The headteacher, staff and governors are determined to live out the school's inclusive vision of acceptance. They are rightly proud of the school's Stonewall champion status which recognises the highly inclusive approach the school takes to promoting understanding and preventing bullying and discrimination. This celebration of diversity is a golden thread of exemplary practice which binds the whole school community together in love and respect.

Collective worship is highly valued and is central to the rhythm of the school day. It is an expression of the school's vision of hope that each child will discover and fully live their life. Pupil worship leaders take an active role in sharing prayers, welcoming each other and sharing Bible readings. Their confidence to lead in worship is growing and they are ready to take an even more prominent role in leading worship. Pupils and adults benefit from regular opportunities to engage with biblical story. Pupils do not always remember the Bible readings, and this reduces the impact of worship on their lives. Singing sits at the heart of worship. Pupils enjoy singing together and do so with exuberance. Worship includes everyone and pupils know that they can participate in ways that are right for them. Pupils and adults do not yet use the Christian vision to help monitor the impact of worship.

Pupils enjoy their RE lessons. The school's engagement with the 'Understanding Christianity' materials is strengthening pupils' critical enquiry skills. The RE leader is determined to secure the very best provision and the recent introduction

of big questions is helping pupils reflect more deeply about their learning. Staff value RE and appreciate the support they have had from the RE leader and Diocese. This is moving practice forward. Pupils benefit from a range of first-hand experiences, for example tasting food to help deepen their understanding of the seder meal when Jews celebrate Passover. Their knowledge is improving but they have too few opportunities to learn about a range of world faiths and world views.

Tickhill St Mary's is a school where every person is known and valued for who they are. Pupils' joy of learning and inclusive attitudes towards each other shine out. Acceptance of each other, leading to life in all its fullness, does sit at the heart of all the school does. As one parent commented, 'I think family is the word'.

	The effectiveness of RE is	Requires Improvement
	<p>Pupils have an increasingly secure understanding of Christianity. The opportunity to consider big questions and engage in discussion is deepening their knowledge and understanding. Pupils have too few opportunities to learn about world faiths and world views beyond Christianity. As a result, their knowledge is superficial. As they progress through school pupils lack depth of understanding and this is limiting their broader development and potential in RE.</p>	

Contextual information about the school			
Date of inspection	24 June 2022	URN	106777
Date of previous inspection	6 February 2015		
School status	Voluntary aided	NOR	223
Name of MAT/Federation			
Diocese / Methodist District	Sheffield		
Headteacher	Janet Sanderson		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is below national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is above national averages.		
Additional significant information (if needed)			
Inspector's name	Jen Sloan	No.	C1814