

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

<b>Sir John Moore Church of England Primary School</b>	
Address	101 Top Street, Appleby Magna, DE12 7AH
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
<p>'It is the smallest of all seeds, but when it grows up, it is the biggest of all plants. It becomes a tree.' (Matthew 13 : 32)</p> <p>Our school enables children to gain knowledge and understanding of the Christian faith, which promotes the ethos and foundation for the entire school. Children learn in an environment that reflects Christian values, whilst respecting other faiths, and encouraging children to develop their own beliefs as they grow and mature.</p>
Key findings
<ul style="list-style-type: none"> <li>• Sir John Moore's strong and caring Christian ethos enables the individual needs of pupils, families, and staff to be met, understood, and developed so that all may flourish.</li> <li>• The school's Christian vision and values are embedded and lived out by the whole school family. However their biblical roots are not readily articulated by all.</li> <li>• Leaders, staff and pupils have a common understanding of spirituality and it's importance, but creative reflective spaces for pupils and staff have not been provided.</li> <li>• Collective worship has a significant impact across the school with plentiful opportunities for pupils to reflect, consider and discuss key messages. However pupil leadership of worship is not fully developed.</li> <li>• Teaching and learning in religious education (RE) is a strength of the school. Pupils know and remember more because of the well planned curriculum and engaging learning tasks. They are passionate, knowledgeable and articulate about their learning.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Ensure that the school community confidently articulate the explicit biblical roots of the school's Christian vision and values.</li> <li>• Deepen the spiritual development of the school family through rich opportunities for reflection and prayerfulness.</li> <li>• Strengthen the active involvement that pupils have in the worship life of the school to improve ownership and impact.</li> </ul>



## Inspection findings

Sir John Moore is a welcoming, inclusive and joyful school rooted in its community. The school's Christian vision is linked to the parable of the mustard seed. This is the driver for the individualised loving approach to pupils, staff and families. As a result of this the school has the feel of a family where everyone is known and cared for in an atmosphere of innate Christian love. All members of the school community speak of how the vision enables them to develop and flourish within the school and in their personal lives. The biblical roots of the vision are not discussed as confidently by staff, pupils and the wider community. The school's core Christian values of reverence, compassion and service are key to the life of the school. Pupils readily discuss how they help them to 'look up, look in and look out'. They are keen to share examples of these values in action such as when they help serve community lunches to elderly residents in the village. Pupils enjoy visiting the local church for worship regularly, with older pupils holding hands with younger children, as they walk through the village together.

Pastoral support for pupils with special educational needs and disabilities (SEND) and those who are vulnerable is a priority of the school through the work of the well trained and caring staff team. Leaders ensure that all adults receive high quality training so that pupils receive consistent approaches. This means that they describe school as a safe place and 'somewhere we belong'. Relationships are warm and nurturing. Interventions are well planned and support pupils to become independent and confident in their abilities.

The school is well supported by the diocese, governors and parents. Governors are actively involved and enthusiastic about the school's unique historical context and community involvement. They refer to the school's Christian foundation when making key decisions around the use of funding and the wellbeing of staff. Parents describe how leaders and staff wrap their children in a 'circle of love' when needed. They choose to send their children to this school because of its distinctive Christian vision and sense of family and community.

School leaders have a clear understanding of recent developments in Church school education. There is a strong feeling of family with staff looking out for one another and offering consistent support and love. As a result of this the staffing at the school is stable. New members of staff are welcomed and nurtured and staff say 'you are able to develop here'. This is due to the approach taken by the headteacher and her senior team who live out the vision and values daily. Everyone is treated with dignity and respect as people created within the image of God.

The school's vision of growing from a tiny seed enables pupils to flourish. They are confident and successful due to the school's loving ethos where they are challenged and allowed to make mistakes. Pupils reflect that staff are proud when this happens 'that's when we learn best'. The eldest pupils in the school are given an adult mentor who they meet with regularly to share any worries or concerns in their final year at the school. Each class also has a worry box which is checked several times a day by staff and parents are also able to contact school in a variety of ways with any concerns. As a result of this behaviour in school is good and rarely escalates. Pupils enjoy the work they do in the local community and express how this is linked to their Christian values of compassion and service. They are aware of the need to be agents of social change both in their local community and the wider world.

Leaders are committed to ensuring that the school family looks outside of its rural locality and that the aspirational curriculum encourages respect for difference and diversity. Picture books are used to enable pupils to learn about, and from others. Pupils benefit from visits to places of worship and other trips such as the National Arboretum. They understand that



learning about difference will help them when they are adults. The school family has a shared understanding of spirituality but opportunities for prayer and reflection in communal areas of the school are not fully developed.

Regular monitoring of pupil's learning in RE is used to give feedback to staff and improve teaching. Pupils are able to speak confidently about their work in RE and how it helps them to respect difference and diversity. The lead teacher for RE takes part in network meetings and receives support from a mentor locally. Staff are given training regularly and good practice is shared across the school. An example of this is the use in KS2 of a ongoing document for pupils to update with their learning and reflections from each lesson.

Collective worship is well planned, invitational and inspirational. Pupils are active and engaged participants who are encouraged to share their reflections and ask difficult questions. Time is planned in for further exploration of the initial theme. This happens both in worship later in the week and during additional time in class. This has led to pupils engaging in acts of service such as gathering practical resources to send to families in Ukraine. The themes and learning from worship are further developed with reflection areas in each classroom. These include creative ways to encourage pupils to reflect, pray and communicate with God. Children share examples of prayer trees, art work and a phone to call God directly for younger pupils. Pupils and staff articulate how worship has helped them to grow and develop spiritually as they encounter the teaching of Jesus and the Bible. Prayer, music and song are used thoughtfully to link themes. Pupils enjoy contributing to collective worship but are keen to plan, lead and monitor it more regularly.

Being part of this loving school family is enabling pupils, staff and the wider community to flourish through its strong and enduring Christian ethos, vision and values.

	The effectiveness of RE is		Good
	The school community highly values RE and it is well led and planned. The curriculum is engaging and diverse. Teaching and learning is good and this is verified by regular and robust monitoring and development. Pupils make strong progress in RE through accurate assessment. They demonstrate links within the subject and across the wider curriculum and give thoughtful and mature responses. Pupils' work is of a high quality across the school.		
Information			
School	Sir John Moore Church of England Primary School	Inspection date	31 January 2023
URN	120192	VC/VA/Academy	Voluntary aided
Diocese/District	Leicester	Pupils on roll	152
Headteacher	Tae Carpenter		
Chair of Governors	Andrew Carter		
Inspector	Jo Westaby	No.	2128