

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

<b>Spratton Church of England Primary School</b>	
Address	School Road, Spratton, NN6 8HY
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

School's vision
<p>We work together for each child to realise their God-given potential to flourish. We nurture our children to develop wisdom, skills and knowledge and aspire to grow to their full potential. An inclusive school community, we live our Christian values every day. "Living and learning together, celebrating life in all its fullness." John 10:10.</p>
Key findings
<ul style="list-style-type: none"> <li>• The deeply cherished Christian vision underpins all areas of school life in this inclusive village school. Ambitious leadership inspires adults and pupils to embrace life to the full. The theological roots of the school's supporting values are less understood, limiting their impact.</li> <li>• The vision for each pupil to realise their God-given potential drives an engaging curriculum. Pupils are curious and active learners. Planned opportunities for spiritual development are in their infancy.</li> <li>• Inspired by the Christian vision of fulfilment, adults and pupils care lovingly for each other and their community. Pupils respond compassionately to issues of injustice and inequality. However, opportunities for pupil-led social action are less developed.</li> <li>• The vision of togetherness deeply enriches collective worship, notably through flourishing partnerships. Pupils respond thoughtfully to biblical teaching, though opportunities for spontaneous prayer and reflection that enrich spirituality are underdeveloped.</li> <li>• The religious education (RE) curriculum is well-crafted. Engaging and well-resourced lessons enable pupils to develop a good knowledge and understanding of worldviews and world faiths, including Christianity.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Clarify how the school's Christian vision is lived out through its biblically rooted values. This is so pupils understand how the school's Christian values have relevance to their lives.</li> <li>• Ensure a shared understanding of spirituality exists. This is so planned experiences that nurture spiritual development enhance the curriculum and collective worship.</li> <li>• Engage pupils in leading social action projects so they understand how they can be active global citizens and challenge injustice.</li> </ul>

## Inspection findings

Spratton Church of England Primary School lives out its Christian vision of 'togetherness' at the heart of village life. This small, rural primary school is deeply cherished by the village community it serves. A tangible atmosphere of joy and love permeates the school. Adults and pupils look out for one another with compassion, committed to everyone experiencing life to the full. The newly established leadership team has quickly embraced the school's vision. Passionately dedicated to enabling pupils to reach their God-given potential, leaders make ambitious decisions. They recently brought the school fully out of lockdown restrictions, significantly raising pupils' aspirations. Thriving partnerships with the multi-academy trust (MAT), diocese and local church deeply enhance the school's work. A powerful synergy exists between the MAT's vision and strategy and that of the school. This empowers school leaders to tailor policies and actions to meet the specific needs of its community. Thus, the school's Christian vision explicitly drives its work, leading to innovation and rapid development. Dedicated governors monitor the vision effectively and have a well-developed knowledge of their role. Everyone in school understands how the aspiration to live life to the full underpins school life. The impact of the school's nine supporting Christian values is less embedded. Pupils are unsure of their theological roots. Therefore, they do not fully understand how the school's values impact on their daily lives.

The vision for each pupil to realise their own God-given potential inspires an inclusive and engaging curriculum. The spirit of togetherness spurs the relatively new staff team to have high expectations, widening horizons for all pupils. Staff trust school leaders and are empowered to try new approaches. Leaders prioritise staff development, which has a significant impact on school improvement. As a result, curriculum innovation is flourishing. The curriculum offers regular opportunities for pupils to reflect on life's big questions. Engaging and lively displays show how lessons and wider experiences spark pupils' curiosity and reflection. For example, the study of the oceans enables the youngest pupils to understand the importance of keeping the seas clean. Mainly through collective worship, RE and personal, social and health education, pupils explore aspects of spirituality. Currently, though, there is not a shared understanding of spiritual flourishing within the school. As such, spiritual development is not explicitly planned into the curriculum or wider life of school.

Leaders' proactive commitment to working together significantly strengthens the school's partnership with parents and carers. For example, leaders personally welcome families onto the playground at the start of each day. Potential issues are quickly addressed, enabling pupils to settle quickly into lessons. Adults know pupils and their families very well. All pupils, including the most vulnerable, receive tailored adult support. As a result, pupils are active and hopeful learners who thrive in lessons.

Spurred by the vision of aspiration and growth, leaders prioritise wellbeing. Personal relationships are exceptionally nurturing: staff feel supported and empowered. Thus, they lead a school culture of hope and encouragement. Pupils enjoy school and attendance is high. A range of school strategies encourage pupils to talk openly about their feelings and worries. Pupils live very well together, feeling safe and valued. Older pupils relish looking after younger ones at lunchtime, significantly enhancing their character development. The vision of flourishing together inspires the school community to welcome new pupils warmly, notably those arriving from Ukraine. They quickly feel part of the school family. The school is a long-established hub of village life. Village events, such as the recent celebration of the school's two hundredth anniversary, enrich fruitful bonds with the local community. Leaders' recent decision to broaden pupil leadership opportunities boosts pupils' self-confidence. They relish new responsibilities, for example within the school library. A popular school



council is the seedbed of much charitable activity. Pupils understand they can make a difference to the lives of others. They spearhead charity events for causes such as Comic Relief and the war in Ukraine. Through the curriculum and collective worship, pupils respond compassionately to issues of global inequality and injustice. However, organised initiatives that support pupils leading social action projects are not currently in place.

Inspired by the vision of celebrating life in all its fullness together, collective worship is creative and engaging. Leaders' recent decision to worship again as a whole school significantly enhances its central role in the school day. Collective worship is well-led. Planning thoughtfully reflects school values, important events and people, and the Church year. Thriving school partnerships with local clergy and church groups foster innovation. A rich range of experiences engage pupils and adults with an imaginative variety of worship styles. Pupils participate enthusiastically and respond thoughtfully, linking Bible stories, such as The Lost Coin, to their own feelings and experiences. Worship is enhanced by Church traditions such as lighting candles, pupil-led greetings, songs and prayer. Pupils value its invitational and calm atmosphere. 'Collective worship gives you time for your brain to reset,' explained one pupil. Pupils are encouraged to reflect on biblical themes beyond collective worship, deepening the spiritual life of those who engage. However, opportunities for spontaneous prayer and reflection are not consistently embedded throughout the school. The role of the local church deeply enriches school life. The whole school community joyfully participates in church services that mark the Church year, including Christmas and Easter. Pupils contribute to planning, leading and evaluating worship. Their enthusiastic involvement enhances spirituality and actively contributes to improvements.

RE is well-led. Proactive monitoring leads to rapid subject development. A carefully crafted curriculum ensures breadth and balance between studies of Christianity and a range of world religions and worldviews. Engaging lessons and a variety of quality resources spark pupils' curiosity and participation. Flexible and creative approaches to the recording of work enable all pupils, including the most vulnerable, to show their understanding. Pupils reflect wisely. For example, lessons about the nature of God's kingdom ignite meaningful responses from older pupils about love and forgiveness. Pupils have a good knowledge and understanding of Christianity and a range of world religions and worldviews. RE makes a significant contribution to developing pupils' appreciation of cultural and religious diversity. Thoughtful teaching extends pupils' understanding of the wider world beyond their local village. 'It's important to learn about different religions so we can respect everyone,' said one pupil.

Spratton is a cherished village Church school, deeply rooted in its local community. Its Christian vision of experiencing the fullness of life together, sustains and strengthens the community through times of joy and challenge. As the school emerges fully from lockdown, there is an energising sense of renewal, nurtured through love and hope.



Information			
School	Spratton Church of England Primary School	Inspection date	4 May 2023
URN	145636	VC/VA/Academy	Academy
Diocese/District	Peterborough	Pupils on roll	80
MAT/Federation	Peterborough Diocese Education Trust		
Executive Headteacher	Liz Crofts		
Chair of Governors	Guy Marchant		
Inspector	Sue Mawdsley	No.	930