

DRAFT REPORT

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Ingatestone and Fryerning Church of England Junior School	
Address	The Furlongs, Ingatestone, CM4 0AL
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)	Excellent

School's vision
<p>To develop ambassadors for the community we live in, and the world around us ... Love thy neighbour as yourself. Luke 10: 25-37</p> <p>Enabling children to flourish, leaving their unique imprint on the world. We reach out to each other and our community through introspection. Offering support, guidance and friendship, leaving a legacy, as Jesus taught his apostles by sending them out into the world to speak out and stand up to injustice.</p>
Key findings
<ul style="list-style-type: none"> The school's vision is its key driving force and is well known by pupils and adults. Leaders use it as a reference point to make decisions and evaluate their actions in ensuring everyone flourishes. The school is a community which reaches out to others. In their desire to be ambassadors, courageous choices have been made to offer long-lasting support. Pupils and adults value and respect one another's differences. Collective worship allows for the spiritual development of pupils. However, reflection spaces are not always resourced sufficiently to encourage pupils to think deeply. Collective worship is embedded in school life. It is based on values and the teachings of Jesus. Leaders do not monitor collective worship with sufficient rigour to accurately evaluate its impact or bring about improvements. The quality of Religious Education (RE) throughout the school is excellent. It is extremely well-led, enabling pupils to compare various faiths and world views.
Areas for development
<ul style="list-style-type: none"> Undertake focused evaluation of collective worship so that leaders can take into account pupils' suggestions for improvement. Ensure the use and quality of reflection spaces supports individual thinking so as to deepen the spiritual experience for pupils.

Inspection findings

Ingatestone and Fryerning Junior School is a place of joy and positivity. Its close partnership with the neighbouring Anglo-European School make its outward looking vision unique to its context. The aim is for pupils to become ambassadors, both during their junior school years and beyond. Pupils have a good understanding of their place as global citizens. They believe their actions can and do make a difference, however small. Leaders are proud of their pupils' achievements, in and out of the classroom. They believe former pupils go on to be successful due to the values they learn here. This view is endorsed by parents, who are overwhelmingly positive about the school's work.

The vision and five core values are very well established. They are the school's driving force, known and understood by all. They provide inspiration for pupils, who aspire to receive ambassador badges in commendation for their positive contributions to school life. Leaders at all levels use the vision to evaluate and support their decision making. For example, it was central to the process of choosing the most appropriate academy trust to join. As a result, leaders are continually reconfirming the vision is right for their context. The school's chosen values are naturally modelled by all adults who appreciate these being extended to them too. Parents report discussions about these principles at home and teachers delight in seeing them reflected in their pupils.

Adults and pupils flourish at this school. They achieve well academically and enjoy a wide range of extra-curricular opportunities. Pupils delight in each other's achievements, no matter how small. They offer support to one another, encouraging their friends to be the best they can be. Pupils are offered a wide range of activities, including residential sporting activities and overseas trips. These support their character development, and they delight in achieving more than they thought possible. Adults echo their appreciation of the assistance and possibilities offered. Parents are grateful for the way the school supports them in times of difficulty.

Leaders continually seek to spot and nurture talent, offering opportunities for professional development whilst promoting staff well-being and family life. Leaders are ambitious for all learners to be successful. Pupils enjoy being challenged and also having the chance to explore big questions across a range of subjects. Those with additional needs have their learning adapted carefully to enable them to access all the opportunities on offer. In keeping with the vision, pupils act as ambassadors for those who need more support. Recently, leaders have prioritised mental health training. This has assisted the post-pandemic recovery and enabled everyone to return to school life as quickly as possible. Spaces are provided for quiet reflection, although they are not sufficiently resourced to enhance pupils' experience of spirituality.


Pupil leadership is well established throughout the school. They have the opportunity to apply formally for particular roles and are awarded badges in recognition of their additional responsibilities. For example, 'The Doves' are a group of pupils who focus on various aspects of the school's work. This includes developing the multi faith room, nominating class RE awards and leading worship each half term. Throughout school, pupils have a strong sense of fairness. They know that many people are less fortunate than themselves and in lots of different ways. This has led leaders and pupils to engage with the local community to become 'dementia friendly'. They have been taught about the debilitating effects of memory loss and some have chosen to become 'dementia friends'. They join older residents of the village for a variety of activities, enabling them to make a positive difference in their local community. Pupils speak with great pride of the pleasure they give and receive, knowing they have made an impact. They know that being agents for change does not always mean giving money. They are confident that even seemingly small gestures will bring about change.

Relationships throughout the school are positive. Leaders work hard to ensure pupils make successful transitions into Year 3. In turn, teachers know those they have taught very well. Pupils

are happy in school and report that behaviour issues are rare. When conflicts arise, they know they can rely on their teachers to support them and resolve the situation. Pupils know that everyone can have a difficult day and make wrong choices. They also know this does not make them a bad person. They report that forgiveness will always be offered and describe how their teachers consistently give them a second chance. They can relate this to the life and teachings of Jesus. Pupils enjoy discussing a wide variety of topics and respect different points of view. Consequently, they are confident to share their ideas and disagree peaceably.

Pupils have a strong sense of support for all. They understand that each person is unique. They know that everyone must be respected and valued for who they are. Consequently, prejudicial behaviour is rare. When it does occur, leaders take swift action and prioritise pupils working with outside agencies to learn from the experience.

Leaders have developed a well-established pattern of collective worship. The local clergy lead in school on a weekly basis and services are held in church for major festivals. Worship themes follow a four yearly cycle of values, based on a published resource. As a result, pupils are knowledgeable about values and how these relate to the teachings of Jesus. They appreciate the time to come together for whole school worship. It follows simple Anglican tradition and pupils enjoy the variety of styles they experience. Class-based worship is less well developed, and some pupils report it to be less engaging. Leaders do not evaluate worship with sufficient rigour to bring about improvements or respond to pupils' suggestions.

	The effectiveness of RE is		Excellent	
	<p>RE is a significant strength of the school. Pupils' written work is of an exceptionally high standard. They learn about a range of world religions and can talk in detail about their similarities and differences. Teachers offer additional questions to challenge pupils further, which enables them to reflect on what they believe for themselves. Recently, pupils have relished learning about philosophy. Judicious use is made of assessment, enabling leaders to monitor and enhance the subject.</p>			
Information				
School	Ingatestone and Fryerning Church of England Junior School	Inspection date	11 July 2023	
URN	115193	VC/VA/Academy	VA	
Diocese	Chelmsford	Pupils on roll	191	
Headteacher	Neil Taggart			
Chair of Governors	Rene Horner			
Inspector	Victoria Burgess	No.	2139	