



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Pytchley Endowed Church of England Primary School	
Address	High Street, Pytchley, Kettering, NN14 1EN

School vision

We are a loving, inclusive family, committed to quality in all areas of school life. Guided by our Christian Faith we support our pupils and school community to expand their horizons with aspiration. We want our pupils to imagine a positive future for themselves, trusting that they can achieve their dreams in life.

‘With God all things are possible.’ Matthew 19:26

School strengths

- The school’s vision, lived out through Christian values, sets out the ambition for all to serve in God’s world, living life to the full. Leaders ensure that the newly revised vision is relevant to the school's changing context.
- The school's 'Values Passports' provide opportunities for pupils to reflect on and engage with the school values. This leads to positive behaviours and respect for each other.
- Wellbeing and mental health are a priority for leaders. In living out the school's Christian vision, effective pastoral support enables pupils and adults to feel loved and cared for.
- Partnerships with the local church, diocese and the multi-academy trust are mutually beneficial. These lead to a community where the vision is enabling and encouraging all to be the best versions of themselves.
- Pupils enjoy religious education (RE) and understand the importance of this subject. It is taught in a sequential and progressive way.

Areas for development

- Enhance systems for monitoring and evaluating the impact of the Christian vision to ensure that it drives the strategic direction of the school more explicitly.
- Develop opportunities for pupils to be agents for change in tackling social injustice, enabling them to understand the positive impact they can have on the world.
- Strengthen the school's shared understanding of spirituality. Use this to plan experiences, through the curriculum, that nourish individual, spiritual growth.

Inspection findings

Pytchley Church of England Primary school is a welcoming and inclusive school and, at its heart, is its Christian vision. The vision, recently revised by the school community, provides the direction and purpose of the school. The vision sustains leaders through times of challenge. It is well-embedded and is lived out through six values that are known by everyone. All are encouraged to uphold these values in their daily lives. Membership of Peterborough Diocese Education Trust enhances and strengthens the school. This partnership is marked by collaboration and a shared aspiration for growth and success. Governors understand the importance of the school vision and provide



support. Systems are in place to monitor and evaluate school effectiveness. However, governors do not focus sufficiently on evaluating the impact of the vision. As a result, its effectiveness in driving the strategic direction of the school is not robust.

The curriculum is designed with the aspirational vision at its core. Leaders are committed to expanding pupils' horizons by offering a broad range of extra-curricular activities. A variety of sporting and musical experiences have been introduced. Trips and visits play an important part in school life. Pupils enjoy learning and playing together. They are enthusiastic, engaged and purposeful in the classroom. Leaders ensure that the curriculum supports those who are disadvantaged. The needs of pupils with special educational needs or disabilities (SEND), or those who are vulnerable, are effectively catered for. Individual pupils are well-supported to help them in their learning. The school adapts resources and approaches to meet the growing diverse needs of pupils. Each pupil has a 'Values Passport' that encourages them to tackle new challenges. These are linked to the school's six values, underpinning the vision, both within and outside school. Consequently, pupils grow in confidence, resilience and trust. There are opportunities to engage in prayer and reflection throughout the day. The new library area provides a place to be still and reflective for the school community. However, whilst leaders can articulate what spirituality entails, there is little evidence that this understanding is shared by all. Opportunities to explicitly promote, develop and express spiritual flourishing within the curriculum are therefore limited.

Collective worship is firmly rooted in the Christian vision. It is thoughtfully and systematically planned. All are welcomed to this special time in the school day when everyone comes together as a family. It provides moments of calm for both staff and pupils and is central to the spiritual life of the school. Pupils know a variety of Bible stories and can draw learning points from them that they relate to their own lives. Pupils make meaningful connections between their Christian values and the teachings of Jesus. Leaders build on pupils' reflections by inspiring them to live out these values in other aspects of the school day. This ensures that worship is purposeful and spiritually impactful. Reflective opportunities enable pupils to grow in confidence and develop their own ideas about faith. Pupils selected as 'Values Champions' enjoy their involvement in collective worship, which includes practical support in leading aspects of worship. Collective worship is greatly enhanced by the school's close partnership with the nearby parish church. The local vicar is a visible presence in the school. She is readily available to support the spiritual needs of all members of the school community. A highlight of the week is the celebration worship that recognises pupils' efforts and achievements. These awards capture and celebrate the outworking of the school's Christian values. This further strengthens the partnership between the school, home and the community.

A culture of care, inspired by the school's Christian vision, is lived out daily. Staff are committed in supporting pupils of all abilities to progress well and reach their potential. Leaders are proud of their school and talk about its 'family feel' and knowing each other well. The Family Support Officer and Special Education Needs Co-ordinator play a crucial part in supporting the wellbeing of pupils. They have put in place effective programmes to support pupils, demonstrating that each pupil is unique and loved. As a result, parents speak positively about the quality of care that their children with additional needs receive. Careful monitoring of mental health has enabled the staff to respond promptly to pupils' anxieties. The introduction of 'Feeling Boxes' provides an outlet for pupils to confide their feelings, knowing they will be supported sensitively. Relationships between members of the school community are positive. The staff feel valued and listened to. They give practical illustrations of when steps have been taken to consider work-life balance and wellbeing. Staff are guided by the school values in their work. They take inspiration from them during periods of challenge and change.

Pupils have opportunities to take on leadership roles and live out the school's vision. The school council members reflect on how they can make improvements to their school and regularly support

charitable causes. The members of the school council enjoy these activities because they enable them to help others. Older pupils have been motivated to raise money for a local charity by organising and selling bracelets. Through their support of local and global charities, pupils are given the opportunity to see beyond themselves. Although there is some provision for pupils to take action, this is currently underdeveloped. This means that pupils' ability to challenge the root causes of injustice is limited. Leaders have correctly identified that extending pupils' involvement in social action projects, both nationally and globally, is a school development priority.

Pupils speak warmly and enthusiastically about RE lessons. They value and know the importance of learning about Christianity and other world religions. As a result, they respect and understand people with beliefs that are different from their own. Pupils can share thoughtful examples of how RE lessons help them to understand the world in which they live. Pupils can retell many parables and relate these to their own school values. Books and floorbooks reflect the breadth of opportunities pupils have to develop their knowledge of world religions. The RE leader ensures that curriculum planning is effective and supports progression across the school. Professional development, provided by Peterborough Diocese and the trust, supports the leadership and teaching of RE in school. This enhances the provision for pupils. Pupils demonstrate a secure subject knowledge in RE and they make good progress in this subject. New assessment systems capture pupils' recall and understanding of RE. These systems are showing early signs of further strengthening teaching and learning.

The inspection findings indicate that Pytchley Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	1 May 2024	URN	142270
VC/VA/Academy	Academy	Pupils on roll	83
Diocese	Peterborough		
MAT/Federation	Peterborough Diocese Education Trust		
Interim Executive Headteacher	Ashley Scott		
Chair	David Sharman		
Inspector	Rachael Hutchinson	No.	2235