

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Dame Tipping Church of England Primary School	
Address	North Road, Havering-atte-Bower, Romford, RM4 1PS
School vision	
<p>At Dame Tipping Primary School our vision is to empower every child to approach life with optimism, creativity and compassion. We believe that through God's love, we can make a difference.</p> <p>“As I have loved you, love one another” (John 13:34).</p> <p>Love to learn; learn to love</p>	
School strengths	
<ul style="list-style-type: none"> • The embedding of the vision within the school has brought a deep culture of respect across staff, pupils and community. • Leadership is aspirational and effective particularly in religious education (RE). A calm reflective approach has brought valuable and efficient change within the school. • Collective worship is the heartbeat of the school's life and contributes to a rich sense of spirituality and community. • Curriculum provision is supported effectively by Forest School. It provides exceptional experiences and develops skills in teamwork, perseverance and problem solving. • The school is at the heart of its community. Pupils and staff are extremely supportive of each other and are highly valued. 	
Areas for development	
<ul style="list-style-type: none"> • Build on the emerging sense of social action of the pupils. This is so they can recognise their responsibility in bringing change both locally and nationally. • Inspire a sustained curiosity and understanding in RE through pupils using a more creative approach in the recording of their work. 	
Inspection findings	
<p>Dame Tipping is a small village Church of England primary school and part of LIFE Education Trust. It is a place of joy and flourishing and its vision is clearly articulated throughout the school's life and curriculum. It has a 300 year history, founded for the education of local children and holds a special place in the community. The school is a vibrant place with a family atmosphere where pupils learn and achieve well. The school works in partnership with parents, carers and the community to enable pupils and staff to flourish. There is a close and effective relationship with the local church. Staff and pupils know each other well and as a result feel safe and valued. There is a strong, highly cherished relationship with the diocese who provide advice, support and training.</p> <p>The school's vision was in place before the current leadership team was appointed. Supported by staff they have further embedded the vision and values threading them efficiently across the curriculum. Pupils not only speak clearly and knowledgably about the vision but act it out in their</p>	

treatment of each other. Staff and pupils share compassion, reflect on thinking and challenge respectfully, living the vision day by day. Pupils are encouraged to make a difference as they “love to learn and learn to love” together. The mental health and wellbeing of pupils is a valued priority. Well-trained and effective staff care deeply for pupils and one another. Parents speak highly of the nurturing staff and the productive support offered by the school, particularly during and after lockdown.

The curriculum successfully reflects the school's vision and values. Pupils use a technique to look out, reflect and then act on their learning which further develops spirituality. Robust, clear plans allow the mixed aged classes to learn effectively and develop both individually and together. Monitoring and evaluation are well structured and are enhanced by visible, active and strong governors. Pupils with special educational needs and/or disabilities (SEND) are fully included and have clear, structured help to achieve well and flourish. Parents speak highly of happy, confident pupils transitioning well into secondary schools and between year groups.

Collective worship is central to the life of the school and has a positive impact. Every day begins with the valuable opportunity to come together and focus on Bible stories and planned themes. These effectively encourage pupils and staff to grow and flourish. The understanding of spirituality among pupils and staff is clearly expressed and lived out. The school community are continually drawn to reflect on the meaning and mystery of life. Collective worship is creative, inclusive and invitational with valuable opportunities to consider and respond. There is a calm, inclusive and thoughtful atmosphere. The pupils enjoy lively action songs and quiet contemplative songs which are then successfully taken into family homes. A pupil team enthusiastically assist, reminding each other of the opportunities to be thoughtful. Local clergy lead planned and responsive worship every other week. A valuable spiritual reflection area has been set up just off the hall. This allows pupils to come and quietly think things through with staff knowledge and supervision. Collective worship has a high impact in developing spirituality across the school.

Moving around the school there is a quiet, caring atmosphere where acts of kindness are the norm. Pupils and staff treat each other well allowing everyone to be catered for and supported to live well together. Wellbeing and mental health are valued and prioritised with staff encouraged, supported and trained. Each class has an appreciated worry box which serves as a valued place to indicate how they are feeling each day. This allows pupils to express worries and emotions safely. The trust contributes practically to enable prompt physical and mental care for staff. This in turn effectively filters down to pupils and parents who are offered tailored help and support. The vision is clearly reflected in how this community supports and helps one another to make positive choices. The resolving of conflict and restoration of relationships is a valued and an effective strategy in the behaviour policy. The respected restorative questions and trained peer mediators work well for pupils. Parents speak highly of flourishing children, a family atmosphere, respect and core values being lived out across school and community.

Pupils have a strong sense of community which prompts them to contribute and help. Pupils serve as responsible ambassadors in various areas of school life. Pupils are beginning to find ways to be effective agents of change. Staff are working with pupils to examine how they can make access to the school safer on a very busy road. A desire for some pupils to cycle to school has resulted in the successful provision of a protected, lockable cycle shelter. Pupils sing at the local hospice and a valuable link has been established through a parent. The trust has a strong link with the Trussell Trust, presently pupils only recognise this as Harvest and helping the foodbank. The green shoots of responsibility and action are present but these are still in their infancy.

Religious Education (RE) is well resourced and has a high profile within the school and the trust. Teachers use high quality teaching materials which are enhanced by interactive websites and

artefacts. There is excellent RE support from the trust and the diocese who offer moderation, training and advice. Christianity is the core of the school's curriculum. Major world religions are covered in depth. Pupils speak proudly about the interest and respect they have for learning how others act, think and feel. Pupils with SEND are fully supported and effectively access RE at their own levels and are making good progress. Pupil books show a wide experience and are developing secure knowledge which builds on valuable prior learning. The way of recording RE in early years has previously stifled pupil creativity. This has been recognised through effective monitoring and evaluation and is in the early stages of being improved.

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

Information			
Inspection date	9 May 2024	URN	146185
VC/VA/Academy	Academy	Pupils on roll	92
Diocese	Chelmsford		
MAT/Federation	LIFE Education Trust		
Head of School. Executive Head.	Stella McCarthy. Alice Larkman.		
Chair	Dean Jefferys		
Inspector	Julie Bowen	No.	2315