Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Tiffield Church of England VA Primary School	
Address	High Street South, Tiffield, Towcester, NN12 8AB

School vision

Small enough to care, Large enough to inspire, Valuing All God's children

'All things are possible for one who believes' Mark 9:23

School strengths

- The vision is deeply embedded into the life of the school, driving all actions and decisions. Staff, pupils and their families articulate the transformational impact that this has had on their lives.
- The Christian vision impacts positively upon the curriculum and wider provision. As a result, adults and pupils are empowered to be aspirational, fulfil their potential and flourish.
- Worship plays a key part in pupils' understanding of the school's Christian vision and its associated values and their relevance in pupils' lives.
- Leaders are committed to the wellbeing of everyone in the school community. There is a strong focus on positive mental health and wellbeing.
- Religious education (RE) offers a safe place for thinking and reflecting on the big questions in life. Pupils enjoy their learning. The school has a clear action plan in place to sustain recent developments in RE.

Areas for development

- Develop pupils' understanding of Christianity as a global world faith. This is to further extend their knowledge of a range of beliefs and views.
- Increase the involvement of pupils in independently planning and evaluating collective worship to provide opportunities to deepen their spiritual awareness.
- Build on spiritual opportunities for pupils and adults. This is to enable them to articulate the impact of these experiences within curriculum activities.

Inspection findings

Tiffield's inclusive Christian vision profoundly underpins all aspects of school life. The vision is fully embedded within the school community, and treasured by all. As a result, pupils and adults are confident that everyone is valued and pupils are inspired to be the best that they can be. Leaders fully embody and live out the vision that 'All things are possible for one who believes.' Insightful governance leads to bold strategic decisions and innovative practice. The introduction of flexi schooling, where needed, has had a transformational impact on some families. Interactions throughout the school are welcoming, kind and respectful. As a result, all flourish because positive relationships are lived out within the day-to-day life of the school.

The school reflects the community it serves; all children are welcomed and leaders ensure that the curriculum meets their needs. Pupils are interested in their learning and participate in all aspects

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of school life. Leaders have devised an ambitious curriculum that is underpinned by the 5Cs: curious, creative, Christian, confident and community. A wide range of extra-curricular activities, including residential trips, expands pupils' horizons, helping them to achieve their aspirations.

Worship is a daily focal point for the whole school community. It shines a light on the Bible and the teachings of Jesus in an interesting and engaging way for all. Pupils develop a respectful and thoughtful response to Bible stories. Singing is an important element of worship. Pupils know many songs and enjoy singing them joyfully. Prayer and reflection are led by pupils who evaluate collective worship alongside governors. They make suggestions to deepen worship experiences such as choosing songs to reflect a theme and writing prayers. However, opportunities to enhance pupils' spiritual development through their involvement in preparing, leading, and evaluating worship is less developed. Pupil's efforts and achievements are recognised in weekly celebration worship. 'VIP awards' capture and celebrate the outworking of their school values. Visits to the church take place for major Christian festivals. This ensures pupils understand the significance of them and their relevance to faith in today's world. The relationship between school and the local church is strong and valued by both. Pupils are keen to share that worship at their school includes everyone, whether they believe in God or not. Outside of collective worship, the reflection room is spontaneously used by pupils as a time to think, reflect and be still. Pupils talk about how this helps them to be calm and think deeply about the world, themselves and others.

Leaders have skilfully constructed an environment that is built on dignity and respect. Pupils behave well because everyone is treated as unique with individual needs. As a result, they are respectful, kind and polite. Staff are proactive in identifying needs and tailoring support to individuals. Careful monitoring of pupils' mental health and wellbeing enables the staff to respond promptly to their anxieties. Drawing and Talking therapies are offered to support pupils. These are effective in helping pupils to develop positive coping strategies. Parents are universally positive about the 'high quality' of care and educational provision their children receive. Staff unreservedly praise the support provided by senior leaders. They feel valued, loved and listened to. They give practical illustrations of when steps have been taken to consider work life balance. Leaders routinely recognise individual's potential, providing staff with high quality professional development to ensure this is fulfilled. Staff appreciate that leaders are mindful of their workload. Collaboration with other schools within the federation enables the sharing of resources and supports staff, therefore enhancing wellbeing.

Pupils carry out a range of responsibilities diligently. They are clear that they make a difference to the life of the school and beyond. The eco council promotes recycling initiatives and takes part in litter picking around the grounds to keep them tidy. An effective buddy system promotes a family ethos across the school. Pupils and staff speak warmly about the benefits of these relationships. School council members arrange fund raising events, supporting local initiatives and national charities thus developing a sense of social conscience. RE subject leaders embrace their role with enthusiasm, ensuring prominence is given to the subject throughout the school. They are proactive in attending and sharing appropriate training and resources from the federation and diocese. This allows teachers to stay up to date with new ideas and teaching strategies. Assessment systems are in place to enable teachers to know how well pupils learn.

Pupils speak positively about RE lessons. They value and know the importance of learning about Christianity and a range of faiths. They understand how this helps them appreciate the beliefs of others. However, opportunities to explore Christianity as a diverse, living world faith are not as well developed. RE days and visitors enhance pupils' enjoyment of this subject. Big questions stimulate thinking and discussion within lessons. Reflection questions symbolised as 'blue hearts' at the start of each lesson allow pupils to reflect more deeply on the topics they are studying. As a result of good teaching, pupils make at least expected progress.

The inspection findings indicate that the school is living up to its foundation as a Church school and is enabling people to flourish.

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Information			
Inspection date	25 September 2023	URN	122031
VC/VA/Academy	Voluntary aided	Pupils on roll	45
Diocese	Peterborough		
MAT/Federation			
Executive Headteacher	Mrs. Eliza Hollis		
Chair	Mr. Daniel Lister		
Inspector	Rachael Hutchinson	No.	2235