



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### **Dame Tipping Church of England Voluntary Controlled Primary School**

North Road, Havering-atte-Bower, Romford RM4 IPS

**Previous SIAMS grade: Satisfactory**

**Current inspection grade: Good**

**Diocese: Chelmsford**

Local authority: Havering

Dates of inspection: 28 June 2016

Date of last inspection: December 2011

School's unique reference number: 102327

Headteacher: Kathryn Waters

Inspector's name and number: Virginia Corbyn 86

#### **School context**

Dame Tipping is a much smaller than average primary school. The current headteacher has been in post for less than two years. There is currently no deputy headteacher but an appointment has been made for September 2016. The incumbent has been in post for only a few months. The proportion of pupils for whom the school receives extra funding due to social disadvantage is below the national average as is that for those with special educational needs. 30% of pupils come from families who regularly attend churches of various denominations. A small proportion of pupils belong to other faith groups.

#### **The distinctiveness and effectiveness of Dame Tipping as a Church of England school are good**

- Explicit Christian values are fuelling the achievement, personal development and wellbeing of this school community, providing a clear sense of purpose and direction for all stakeholders.
- Mutually beneficial relationships which encourage and support the pupils and their families lie at the heart of all that is done in the school. This expresses the school's Christian foundation well.
- Religious education (RE) makes a significant contribution to the spiritual, moral, social and cultural (SMSC) development of pupils.

#### **Areas to improve**

- Increase opportunities for pupils to lead collective worship so that they feel a greater sense of ownership of this aspect of school life.
- Create more opportunities for personal prayer for the whole school community in partnership with the church.
- Develop more effective assessment in RE alongside the implementation of a new syllabus.

### **The school, through its distinctive Christian character, is good at meeting the needs of all learners**

The new headteacher has a vision for this school that is both ambitious and aspirational. This vision is rooted in the Christian values of respect, friendship, compassion, truthfulness, perseverance and forgiveness. These values were identified in consultation with staff, governors and pupils. They are understood as distinctively Christian 'because Jesus said we should act that way' as one pupil said. Pupils make good progress from their starting points applying values readily to their learning, including perseverance when learning is challenging and respect for their teachers. The headteacher, supported by a senior learning mentor, makes sure that no child is ever left behind. This means that vulnerable learners, including those in receipt of the pupil premium, due to social disadvantage, make above average progress. Parents are able to articulate the security which this church school provides by saying that their children want to come to school even when they feel unwell. Attendance has consequently improved by 2% in the past 18 months, taking it to just above the national average. Strong and supportive relationships at every level are demonstrated by all members of the school community. Pupils and parents trust teachers to do the best for them. SMSC is well supported and evidenced in a number of ways, including meaningfully within the RE curriculum. The forest school programme encourages awe and wonder. Parents are confident that the school provides a clear Christian moral framework for their children. Pupils talk about the ways in which they must treat each other well and be aware of those who need their help, both inside and outside school. RE increases pupils' understanding of other cultures, for example through a visit to the Hindu temple, as does the pupils' exploration of British values. They can articulate the importance of RE in helping them 'to know about the different beliefs of people we might meet in our lives'. Their knowledge of Christianity is well supported by regular visits to the local church. Pupils enjoy the variety of learning in their RE and can talk about how it has made them think deeply about their own ideas. Thus, RE makes a good contribution to the school's ethos and values.

### **The impact of collective worship on the school community is good**

The recommendation made in the previous denominational inspection that worship be reviewed has been met. As a result, the current headteacher has ensured that there is a strong focus on Christian values exemplified by biblical stories. Staff members encourage their pupils to take responsibility for living out the core values by recognising these qualities in celebration assemblies. Pupils recognise that their worship is inclusive, saying that 'God loves us all'. Pupils can articulate the ways in which they can put the biblical messages from their worship into action in their lives. They talk confidently about the importance of Jesus. There is a developing understanding of Christian beliefs about God as Trinity, especially amongst older pupils. Pupil worship in key stage groupings allows for an exploration of themes and ideas which is age appropriate and which deepens pupils' thinking and reflection. There is a high level of pupil participation and engagement through paired talk, singing, prayer and reflection. There are opportunities for formal prayer in worship and at lunchtime. Older pupils have enjoyed the experience of Christian meditation led by a curate. However, there are no opportunities in the school environment for pupils to offer their own prayers on a regular basis. The celebration of Christian festivals in church is appreciated by pupils and parents as an important part of belonging to a church school. The positive relationship between the current headteacher and the new incumbent has already resulted in collaboration which is improving pupils' understanding and experiences of Christianity. Pupils are invited to record their responses to worship regularly in order that their views can feed into improving and adapting worship. However, there are limited opportunities for pupil leadership of worship.

### **The effectiveness of the leadership and management of the school as a church school is good**

The headteacher has set high expectations for the whole community. She is an effective role

model and provides the school community with Christian direction and focus. She is well supported in this by staff and governors. As highlighted for development in the previous denominational inspection, governors have taken increased roles in the monitoring and evaluation of the school as a church school. This has impacted positively on the development of the school as a church school. The headteacher has created a shared purpose, both with more established and with newer members of staff building a strong and committed team. Its commitment to the school's Christian values ensures that every pupil can be the best that they can be. This results in good achievement, with 100% of year 6 pupils reaching national standards in 2015. The Christian values are explicit within school's policies, particularly good examples being the behaviour and the sex and relationships policies. The school's evaluation of itself as a church school is accurate and clear actions are identified to support improvement. Statutory requirements for RE and worship are met. Parents feel that they are well informed about the school as a church school and that, as a result, they can effectively support the core Christian values. These values are an integral part of the home-school agreement and of the school's newsletters. The headteacher is the RE subject leader. She has raised expectations in and the profile of RE. Assessment is not sufficiently detailed to provide robust evidence of progress across all aspects of RE. However, the school has rightly identified the need to develop assessment practice further. This is linked to the introduction of a new locally agreed syllabus for RE which is now being well implemented across the school. Links with the local church are being strengthened and extended in the light of the arrival of a new incumbent. One governor spoke of the ways in which faith is being made more real in the experience of all of the pupils through their visits to the church. All staff members are well supported in developing their roles within a church school, including through induction, diocesan training and by being given appropriate opportunities to make the best use of their interests and talents.

SIAMS report June 2016 Dame Tipping (VC) primary school North Road Havering-atte-Bower RM4 IPS