

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Pinvin CE First School

Main Street, Pinvin, Pershore, WR10 2ER	
Current SIAMS inspection grade	Outstanding
Diocese	Worcester
Previous SIAMS inspection grade	Outstanding
Local authority	Worcestershire
Name of federation	The Federation of Pinvin First and St. Nicholas Middle Schools
Date of inspection	31 March 2017
Date of last inspection	25 May 2012
Type of school and unique reference number	116840
Executive Headteacher	Andrew Best
Inspector's name and number	Marcia Harris 856

School context

Pinvin CE First School is situated in a rural location with 123 children currently on roll. The vast majority of children are of white British heritage with a significant proportion of children from the Gypsy, Roma and Traveller community. Pinvin CE entered into a federation with St Nicholas CE Middle School in September 2014, resulting in an executive headteacher and one governing body.

The distinctiveness and effectiveness of Pinvin CE First School as a Church of England school are outstanding

- The clear vision for the school as a church school and the strong family ethos result in an environment where every pupil is valued as a unique child of God.
- Through the embedding of distinctively Christian values, the school embraces inclusivity, ensuring that all members of the community feel that they belong.
- The strong relationships between school, parents, church and the wider community consistently allow pupils to grow in confidence and develop an outstanding understanding of and respect for diversity.

Areas to improve

- Embed the monitoring by all leaders and governors of the school's Christian character, collective worship and RE so that the impact on pupils can be evaluated and further improvements made.
- Develop meaningful opportunities for children to engage in prayer and reflection in formal and informal situations, making full use of the school and its grounds, to ensure the spiritual development of pupils is enhanced further.

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

An appreciation of the uniqueness of every child, created in God's image, lies at the centre of the school's Christian vision. The motto 'Together – We Inspire, Discover and Achieve' underpins decision making for this distinctively Christian school, ensuring that high aspirations are held for the whole community and that every decision made has the well-being of the child at its heart. A meaningful focus on values, deeply embedded within school life, leads to pupils who are able to make links with the teachings of Jesus and talk confidently about the impact values have on their daily lives. Parents are confident about the effect the values have on their children, explaining how children 'bring the values home' and how they help them 'to make good choices'. The emphasis on the Christian values of 'koinonia' and 'agape' leads to strong relationships and ensures that the school develops as a distinctively Christian community where the care provided for every child and family is exemplary. Within this inclusive and supportive environment, pupils enjoy school and achieve well, whilst learning to appreciate and celebrate diversity and difference. Parents believe that pupils are nurtured spiritually through worship and benefit socially and morally from the real sense of unity within the school community.

The rich curriculum provides many opportunities for spiritual development, with children being encouraged to stop and reflect during moments of awe and wonder. The fascination and excitement of the youngest children at the discovery of eggs hatching was a joy to behold. Pupils' spiritual, moral, social and cultural (SMSC) development is further enhanced through the exploration of their local heritage and through meaningful links with other schools in Britain and Africa. Children are proud to belong to one of the school houses which are named after local role models and are excited about the imminent visit from a teacher from Tanzania. Pupils enjoy the challenges posed by 'big questions' in Religious Education (RE) and can clearly describe the importance of learning about other faiths and cultures in their own and the global community. Consequently, RE makes a significant contribution to school's Christian character and to pupils' SMSC development.

The impact of collective worship on the school community is good

The worship programme is carefully planned with a focus on distinctive Christian values linked to Bible stories, festivals and significant events. Worship is viewed as being an important part of the school day and is valued by all. Pupils have positive views of their worship experience, saying that they enjoy 'Open the book' worship and worship where there are opportunities for them to participate. The involvement of local clergy and visits to the parish church play a strong part in enhancing pupils' experience of worship and result in pupils gaining a good understanding of Christian tradition and practice. Pupils can make connections between the school's core values and bible stories, explaining the link between Year 2's retelling of the lost sheep and the value of 'agape'. Parents place great importance on shared worship and talk passionately about the contribution that this makes to the development of strong relationships and the 'family feel' in the school. They enjoy the opportunity to attend church services and value 'gold' assemblies, where achievements are celebrated in a more informal way. The awarding of 'values' cups to children who have lived out a particular Christian value, through their behaviour towards others, provides positive reinforcement of the school's Christian ethos.

The lighting of the three candles at the start of worship indicates that worship is a special time and also supports pupils in their understanding of God as Father, Son and Holy Spirit. Pupils respond to the opportunities for reflection and prayer with appropriate respect and reverence. The introduction of 'teaspoon' prayers has helped children to develop their understanding of the purpose of prayer and children explain how prayers can be said to say thank you to God, to say sorry and also to ask for help. Children can talk about times when they have prayed and the comfort that it brings. One pupil commented, 'I don't believe in God, but I still pray. It makes me feel comfortable.' Reflection areas in some classrooms are supporting children's SMSC development by allowing greater opportunities for prayer and reflection, although there are no dedicated areas for reflection in the outside environment. Children plan and lead worship as part of the Federation worship crew, leading to worship which is more relevant for pupils. Children, adults and governors have carried out some monitoring and evaluation of worship and this is beginning to inform the planning of the worship experience.

The effectiveness of the leadership and management of the school as a church school is outstanding

The Christian vision, shared by staff and governors, is at the heart of all decisions made by the school. Supported by core Christian values, the Federation-wide vision has been the inspiration behind the creative approaches to school improvement and to the strengthening of community relationships. Partnerships are strong and support the realisation of this shared vision. Through the federation partnership, the school is able to support pupils' attendance by providing transport and enables the provision of a wide range of extra-curricular activities to enhance younger pupils' learning experiences, whilst older pupils benefit from opportunities to develop leadership skills through acting

as reading ambassadors. Consequently, pupils have every opportunity to thrive in this nurturing environment and are achieving well. Parents appreciate the commitment of leaders who lead the school in a 'focused but human' way and comment on the approachability of all staff, attributing both to the school's Christian character. The partnership with the parish church is highly valued and enhances the school's Christian ethos through shared services, regular visits from the 'Open the book' team and the commitment of the parish priest. The whole school community is excited by the prospect of a federation Easter service in Pershore Abbey, seeing this as a symbol of their value of koinonia.

The commitment of governors to furthering the distinctiveness and effectiveness of the school is demonstrated by the formation of the 'Christian distinctiveness' group, of which every governor is a member. Governors talk passionately about the 'journey' that the school has been on and have a clear understanding of where it is going next. Leaders firmly believe in the value of partnerships within a Christian community and this has led to the decision to join the Diocese of Worcester Multi Academy Trust, thus securing the distinctive nature of the school. Self-evaluation activities involve all groups in the community, although leaders recognise that this needs to be more strategically focused on the impact of the school's Christian ethos, worship and RE on the lives of the pupils. Leaders are committed to the development of RE and worship and regularly attend diocesan training. As a result, leadership of these areas is strong and the school is well placed to continue developing as a church school. An example of this is the drive to further improve the teaching of Christianity through the planned implementation of the 'Understanding Christianity' resources.

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