



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church**

National Society Statutory Inspection of Anglican and Methodist Schools Report

Tarporley Church of England Voluntary Controlled Primary School

Park Road
Tarporley
Cheshire
CW6 0AN

Previous SIAMS grade: Good. Current inspection: Outstanding.

Diocese: Chester

Local authority: Cheshire West and Chester

Date of inspection: 12 November 2015

Date of last inspection: July 2010

School's unique reference number: 111260

Headteacher: Kerry Forrester

Inspector's name and number: Robert Haigh 660

School context

This popular village school, with 211 pupils on roll, is smaller than the average-sized primary school. The very large majority of pupils are of White British heritage with English as their first language. The proportion of pupils with disabilities and special educational needs is below average, as is the proportion eligible for the pupil premium. Since the last inspection there have been a number of staffing changes, including headteacher and other leadership appointments.

The distinctiveness and effectiveness of Tarporley as a Church of England school are outstanding

- The visionary, dynamic and inspirational Christian leadership of the headteacher, very effectively supported by governors and staff, shapes and sustains the vibrant Christian character and ethos of the school. It also ensures that deeply embedded Christian values make a strong contribution to children's well-being and academic progress.
- Outstanding Religious Education (RE) and collective worship help to promote a culture of enquiry, reflection, prayer and faith development in which spirituality thrives.
- Exceptional pastoral care reflects the Christian values of love, trust, friendship and forgiveness. As a result, children's behaviour is outstanding, as are their high levels of mutual support and concern for others beyond the school.
- The school serves and draws strength from a variety of communities. Links with churches and other local and global partners are especially beneficial.

Area to improve

- Review, evaluate and revise the mission statement involving the whole school family so that it proclaims the school's Christian values and distinctiveness clearly and boldly.

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

The love of children, a passion for learning and an ambition for excellence are at the heart of this happy school. Deeply embedded Christian values shape its vision and make an impact on its daily

life at every level. Its Christian character and inclusive ethos show in the attitudes and actions of adults and children alike. A Year 4 girl commented, 'It feels more like home than school. We are like one big caring family'. A belief in the God-given value of each child is paramount and affects how the staff approach every encounter they have with the children. Therefore, pastoral care is outstanding. Staff show an unswerving commitment towards ensuring all the children achieve their goals, whatever their circumstances. They are seen as Christian role models and leaders of learning. Children follow their example with exemplary behaviour and a thirst for knowledge. Acceptance, love and respect are the basis of excellent relationships. As a result, children are known well, feel very safe and have full confidence in the teaching and support they receive. A Year 6 boy said 'Our teachers challenge and stretch us, but also make our learning exciting and fun'. Therefore, children have above-average attendance levels and are enthusiastic and inquisitive learners in a culture of high expectations. The quality of teaching and standards of achievement have risen strongly since the last inspection. As a result, children make good progress throughout the school and attain above national figures. Living out the Christian values of endurance and service means that staff support with diligence and sensitivity the disadvantaged and those for whom learning is more difficult. As a result, the progress of children with special educational needs and disabilities is good. Children for whom the school receives extra funding are rapidly catching up with others. The level of children's thoughtfulness, respect, empathy and care for each other is striking. A Year 5 girl said 'Finding ways to show the kindness of Jesus every day and look out for each other is an important part of us.' This is typical of children's comments in linking their behaviour with the core values. The promotion of children's spiritual, moral, social and cultural development (SMSC) across the curriculum is outstanding. Community projects enhance social development and links with Mongolia, The Gambia and Uganda foster cultural understanding. Children develop a strong moral and social conscience alongside their excellent spiritual development. They organise much charity fund-raising, explaining this as an expression of their Christian compassion and service. RE is a well-taught core subject and makes an outstanding contribution to the school's Christian character. It helps children to explore the Christian interpretation of the school's values, understand Christian belief and practice, appreciate Christianity as a global faith and value diversity in society.

The impact of collective worship on the school community is outstanding

Great importance is attached to collective worship and a strong tradition of distinctively Christian worship exists in the school. It is inclusive, vibrant and enjoyed by all. Worship supports children's spiritual growth and moral development. It provides opportunities for them to discover the relevance of faith and express its meaning in their own lives. As a result they speak with confidence and spiritual maturity about the inspiration they draw from worship. A Year 6 girl stated 'It helps us to discover hidden meanings'. A Year 5 boy remarked, 'Worship draws us together to think about the big questions of life and give thanks to God.' Worship extends beyond occasions in class and larger school gatherings. Many children and families attend and are involved in Messy Church, family services and church celebrations for Christian festivals. Christian values, the life and person of Jesus and Bible stories are accorded a prominent place in worship. As a result, children talk confidently about Christian teaching in practice. They show a clear awareness of the belief in God as Father, Son and Holy Spirit. As one Year 4 boy put it, 'God above us, Jesus beside us, the Spirit within us'. Children sing joyfully and are confident with the frequently used Anglican prayers and responses, including the Lord's Prayer. The culture of prayer in the school is important to all. Children take seriously the opportunities for prayer, reflection and silence which they say increase their awareness of God's presence and help them focus on the needs of others as well as their own concerns. They value the classroom and other, including outdoor, reflection areas where they can say the school prayers, write their own for use in worship or pray spontaneously. In the words of a Year 4 girl 'Prayer helps us to express our feelings and gives us confidence that God is always with us'. Children frequently plan and lead worship which they say enhances their understanding of it and their leadership skills. They, together with staff, governors and parents are increasingly involved in its evaluation which informs future priorities. Eucharistic worship is not yet included in provision planning. The contribution of church leaders strengthens

the school's relationship within the local family of churches. Children also value the occasions of focus on world faiths because they increase their understanding of other religions and cultures.

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

The exceptional Christian vision and transformational leadership of the headteacher, ably supported by governors and staff, inspires everyone to provide the very best for the children. The influence of Christian values on the personal development and welfare of all is an outstanding feature of the school's Christian character. The impact of leadership and management is also seen in the successful academic outcomes achieved by the children. RE and collective worship are expertly led, have a high profile and requirements regarding their provision are met. The school listens to and acts upon the views of children. They contribute enthusiastically through the budding arrangements, the parliament and the ethos, fund raising and eco committees. This is a school which knows itself well. Self-evaluation is robust and informs development planning. Christian values are explicitly referred to in key policies. However, the mission statement and motto – 'inspire, achieve, enjoy together' – do not reflect the school's Christian character and distinctiveness. The governors are very supportive. Their impact on strategic planning and improvement is strong. They are constantly looking ahead to ensure the Christian character of the school is sustained, including in the recruitment of staff and the development of future leaders. They also challenge leaders which enhances the focus on improvement. The school values local authority and diocesan support which improves the expertise of governors, leaders and teachers. Collaboration with the local community is strong. The link with the parish, the connections with other churches and liaison with partner nurseries and the high school are highly effective. They enhance the school's Christian identity, strengthen the churches' links with families and facilitate transition. There is strong parental support for what the school is achieving. The links between school, church and families are harmonious and create an impressive sense of community. The alliance is outward-looking and supportive of a variety of local, national and international projects which broaden children's horizons.

SIAMS report November 2015 Tarporley C of E Primary School Tarporley Cheshire CW6 0AN