

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Fiskerton Church of England Primary School			
Address	Ferry road, Fiskerton, Lincoln, LN3 4HU.		
Date of inspection	16 March 2020	Status of school	Voluntary controlled primary
Diocese	Lincoln	URN	120570

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgement	The impact of collective worship	Grade	Excellent

School context

Fiskerton Church of England Primary School is a primary school with 82 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered disadvantaged is in line with national averages. The proportion of pupils who have special educational needs is in line with national averages. The headteacher has been in post for 6 years.

The School's Christian vision

Flourishing together within the love of God.

As an inclusive and caring church school, we aim to provide an excellent education and develop a life-long love of learning. We see all members of our school family as valued and valuable in the eyes of God, and we support and challenge everyone to achieve their full potential.

"I come to bring life in all its fullness." (John 10:10)

Key findings

- Based upon the school's Christian vision and values, the highly committed headteacher, senior leadership team and governors ensure an inclusive Christian learning community where everyone is valued and able to flourish within the love of God.
- The belief that every member of the community can flourish drives the leaders' determination to make appropriate provision for all pupils, families and staff.
- There is a strong focus on nurture and the wellbeing for all. The school knows its families very well and provides effective support for vulnerable pupils so that they can grow and flourish.
- Collective worship is highly inclusive and brings together the whole school community. As a result, children have an excellent understanding of how the Bible relates to their lives today.
- High quality RE provision enables the pupils to be inspired by RE, actively explore faiths and ask big questions in a safe place, with clear links to collective worship, driven by the school's vision.

Areas for development

- Further develop links with the wider community so everyone fully embraces and understands the school's vision and how it impacts social action locally and globally.
- Embed RE assessment reflecting the way pupils communicate their knowledge and ideas in a variety of ways.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Leaders are immensely proud of their Christian school. United by their vision, which is designed to shape their work, leaders strive to enrich the lives of everyone, enabling them to flourish within an aspirational, loving and engaging learning community. Leaders actively ensure that the vision's biblical roots, 'I come to bring life in all its fullness' John 10:10 are lived out through Christian values such as respect and love.

The headteacher and the school team demonstrate a passion for the success and wellbeing of all pupils at Fiskerton. The Christian vision is understood well by leaders. It makes a positive impact on all relationships. The vision and values are central to leaders' decision-making as they seek to ensure every pupil is successful, academically, socially, emotionally and spiritually. Leaders have created a curriculum based on the school's vision which focuses on the development of the whole child, ensuring aspiration and lifelong learning skills. The picture of progress across the whole school is improving, especially in writing, Key Stage 1 outcomes and the high percentage of children achieving the expected standard in the Year 1 phonics test. These are all testament to rigorous tracking by all leaders. Gaps in learning are identified quickly and interventions put into place to ensure pupils are working within age related expectations. Leaders speak confidently about strengths and weaknesses in outcomes and make strategic decisions to address these. Pupils understand the core school values and live these out every day through recognising their friends as value champions and celebrating this. Governors monitor effectively and challenge the school to evaluate the impact the vision has on learning. Governors work closely with staff and are actively involved in school life. Recently Skype has been developed so teachers can discuss school development regularly in a virtual way. Governor monitoring ensures staff wellbeing is central to strategic planning. Governors ensure staff have access to appropriate training to enable them to flourish as individuals and as part of the whole school community. Staff feel supported by the head and governors and value opportunities they offered. They want to be the best and do the very best for all the children in their care. 'The thank you texts at the end of a busy week mean a great deal and just drive us to do more for the school community we serve.' A priority for governors has been forming effective partnerships with other church schools and sharing best practice, which has been an exceptional expression of sharing within a Christian community.

Pupil voice is empowering pupils to grow as leaders and courageous advocates. The school council is active in making changes within school, recently contributing to new policies on behaviour. The older children are play leaders and model exemplary behaviour to others. The school's vision and values directly shape the curriculum for character development through opportunities to engage in activities which explore the world we live in. Pupils speak enthusiastically about making a difference and why it is important to engage in social action. Recently the children opened up school to grandparents and members of the wider community for afternoon tea, they provided an afternoon of fun to help combat loneliness. Much of the fundraising the school participates in has personal links with the school. 'As a school we raised money for the air ambulance, there was an accident in our village and the air ambulance landed on the school field. We all try to play our part.' However, pupils' understanding of being part of a global community with shared aims and aspirations is less developed. The children look forward to visits from Reverend Penny and the Bishop's Visitor; partnerships with the local church and Diocese enrich the Christian life of school and provide valuable support for worship. Pilgrimages to local churches and schools have impacted on the children's lives. The children and staff relished being able to travel on foot together as a school community, reflecting on God's love for each other and giving thanks for other local communities.

The school's focus on care and love drives its determination to meet the needs of all pupils, understanding its pupils, providing tailored support and provision. Nurture and wellbeing are a priority for the school. The addition of a nurture room in school has a significant effect on supporting parents as well as building resilience and perseverance in pupils. Fiskerton school is a unique place, where everyone matters. The school's focus on resilience and stamina is showing through all aspects of the school's curriculum and wider work. Pupils behave well and have strong relationships with each other. They respond well to a restorative justice approach to resolve conflict. Pupils understand the meaning of forgiveness and reconciliation drawing on values of friendship, forgiveness and respect. They say bullying is rare and that staff would deal with a problem very quickly and help to resolve people's differences. Opportunities to discuss and debate has shown deep maturity on how pupils can learn to live well together.

The school's vision is at the heart of collective worship, bringing hope, peace and calm to everyone's lives. It brings the community together to be nurtured by God's love. Collective worship is invitational, inclusive, inspiring and joyful, clearly underpinned by the life and teaching of Jesus. Children relish opportunities to deliver collective worship. The collective worship group are exemplary role models in their contributions to planning, leading and evaluating worship. 'The feedback we give to the worship lead is always acted upon, we really do make a difference and are valued.' The lighting of three candles gives children a clear understanding of the Trinity. They talk about the impact of music and how 'singing lifts all our hearts' as they worship God together. Collective worship starts the day in a calm, helpful way and everyone revisits the key messages throughout the day.

RE is well led. The RE resource Understanding Christianity has been well implemented, with appropriate staff support. Inspiring, creative approaches to RE enable pupils to explore key concepts in depth, pupils are encouraged by staff to develop curiosity and ask 'big questions'. Pupils are able to explain how the school's values give them confidence to question, explore and challenge themselves in their everyday learning. Pupils are confident learners, working in a well-established secure, safe and respectful environment. Pupils embrace challenge using a wide range of enquiry skills, however capturing children's understanding and level of deep maturity beyond the written form is in early stages of development. Teachers are resourceful in using the principles of RE teaching to deepen pupils' knowledge across the whole school curriculum.

Headteacher	Sandra Rycroft
Inspector's name and number	Julia Marshall 980