

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Fourfields Church of England School, Sutterton			
Address	Park Avenue, Sutterton, Boston, Lincolnshire, PE20 2JN		
Date of inspection	5 March 2020	Status of school	Voluntary controlled primary
Diocese	Lincoln	URN	120559

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	Good
Additional Judgement	The impact of collective worship	Grade	Good

The Fourfields Church of England Voluntary Controlled Primary School is a primary school with 157 pupils on roll. The majority of pupils are of White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The school has undergone significant staff changes since the last SIAMS inspection. It is part of the Emmaus Federation of two Church schools.

The school's Christian vision

Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, nurturing and challenging.

The road to Emmaus: Luke 24: 13-35

Key findings

- Pupils and adults flourish because of the caring ethos promoted through the vision and values.
- The relatively new biblically based vision is not yet fully known and understood by all.
- Pupil voice is a strength. There are many opportunities for pupils to make a positive contribution to the life of the school.
- Pupils enjoy religious education (RE) and as a result they achieve well.
- There is some evidence of the monitoring of Church school distinctiveness, including collective worship, since the last inspection, but this is not yet systematic enough to have a consistent impact.

Areas for development

- Ensure that the biblically based vision is known and understood by all and deeply embedded into all aspects of school life.
- Develop the monitoring of collective worship so that it is systematic and evaluative, leading to change and improvements.
- Build on current good practice in RE so that pupils understand and appreciate the diversity of Christianity as a global religion.

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

The biblically based vision was introduced in the summer term 2019. It directly links with the name of the federation of two schools to which the school belongs. The schools are like the disciples in the story who walk together and learn from each other on the road to Emmaus. The vision is also relevant to the school and the community it serves on other levels. The sense of travelling the same road together through 'good times and bad' is strong. During a period of rapid change and challenge which the school has undergone since the last SIAMS inspection, parents and the wider community walked alongside as support. Adults treasure that others walked with them in times of personal difficulties. Leaders at all levels are committed to fulfilling the vision of transforming the lives of pupils and adults through all that the school provides. All are welcomed into the school to share the journey. These links between the biblical vision and the school's provision are not yet fully understood by all, however.

The biblical vision is underpinned by associated values such as inclusion, which in turn are linked to British values. Pupils know these well and demonstrate how they impact on school life. One said, 'we are big on kindness here' when talking about helping others at break time. Behaviour is good because pupils are mindful that they must practice forgiveness and reconciliation to help others on the same journey as themselves. The Bully Patrol set up by a member of the school council assists with this, and pupils have confidence in themselves, others and adults that problems will be quickly resolved. Some values are linked to bible verses which are displayed around the school. Not all pupils know this, however, and so links between them and the school's Christian distinctiveness are not always explicit.

Parents value the caring ethos and attention that is given to their children. Many attribute this to the school's Christian distinctiveness and the values it promotes. Others are not so familiar with them and the relatively new biblical vision, so their significance on how the school fulfils its purpose is not always understood. Parents hold the head teacher, head of school and staff in high regard. In line with the vision they are included in their children's journey through the school. Consequently, there is a high take for events such as celebration assemblies, World Book Day and curriculum workshops. Parents enjoy going to the church for special services and being part of the joint family of church and school.

Governors are actively involved in the school. They make strategic decisions that help pupils and adults achieve well. The proportion of pupils achieving expected standards has risen significantly to be better than schools nationally. The school is working hard to ensure more pupils now reach the higher standard. as they journey through the school. This includes the allocation of funding for training and development. Staff appreciate the opportunities provided for them to develop personally as well as professionally. There is some evidence of the monitoring of Church school distinctiveness including collective worship, but this is not yet systematically linked to improvements. Some documentation, including policies, reference the vision and values, but this is not consistent across them all.

Collective worship is inclusive and invitational. It is valued as a time when the school community comes together to hear the same message. Pupils worship joyfully through song. They participate by reading prayers, leading the welcome and taking part in storytelling dramas. They plan some acts of worship but are not routinely involved in evaluating them.

Opportunities to pray at other time, such as at the end of the day when one of their own prayers is chosen to be read to the class, are appreciated by pupils. They spontaneously write prayers to say thank you or to ask for help in times of need. They understand that answers to prayer requests are not always forthcoming, but that does not stop them 'talking about things with God'.

Clergy from the local Anglican church lead collective worship weekly. Clergy from other denominations also lead acts of worship on a regular basis. Weekly visits from the 'Open the Book' team are especially looked forward

to. Experiencing these different styles of worship enables pupils to develop an appreciation of other Christian traditions.

Pupils, including vulnerable pupils and those with special educational needs and disabilities (SEND), achieve well in RE. They enjoy learning through art, music and drama. As a result, their knowledge and understanding of Christianity and other faiths is good. They can recount Bible stories and identify with biblical characters such as David in the old testament, who showed courage and determination. They understand the importance of learning from other faiths and are respectful of beliefs other than their own. The school is developing global links with the world-wide Christian community so that pupils can further appreciate this aspect of diversity. Pupils are also provided with opportunities to discuss Big Questions and confidently express their views. In Year six, the 'philosopher's café' challenges pupils to think deeply about philosophical and theological issues. Thorough assessment ensures that work is of a consistent quality.

Pupils are proud of their school and aspire to be 'best they can be'. The curriculum is designed to enable them to achieve well. They value highly the opportunities to take part in many clubs and activities. They also appreciate the time given by staff to help them try new things. The Little Fish club, run by a staff member and community volunteer, nurtures understanding of the Christian faith. Pupil members and staff leading the club were central in developing the reflection garden. Other clubs such as the gardening club worked collaboratively with them on the project. The outcome is a 'special space' which is well used by pupils to 'think and pray'. The garden club also contributes seasonal produce, grown by them, to school lunches. The school council leads on fund raising events for local and national charities. The eco council are courageous advocates for change, reviewing how the school manages ethical issues. Links with the wider community are strong. The school supports local events and takes part in national and county initiatives such as Mini Police and Young Voices. Because the village hall is situated in the school, links with local groups flourish. In line with the vision, positive experiences and relationships enable adults and pupils to enjoy a happy and successful journey through their school life.

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