

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Teversham Church of England VA Primary School	
Address	Church Road, Teversham, Cambridge, CB1 9AZ

School vision

‘We love because God first loved us.’ (1John 4: 19)

Inspired by God’s love for us, we seek to be a loving, serving, learning community in which our belief that all people should be valued for who they are in God’s image creates a culture where all can explore, discover, flourish and therefore achieve their best.

School strengths

- There is a wonderful sense of positivity and acceptance at Teversham Church of England VA Primary School. Driven by the school’s Christian vision, the school’s leaders are building a strong culture that values every individual. This means that pupils and adults are given love and encouragement to enable them to thrive.
- The curriculum nurtures pupils’ individual talents and aspirations and helps to ensure they live together with compassion and friendship. This means that people are supported to be the best they can be.
- Collective worship unites the school community. It reinforces an understanding of the vision and values that influence the daily lives of members of the school family. This helps to ensure that pupils and adults are given the opportunity to flourish spiritually and this develops their character.
- Very effective leadership of religious education (RE) has established a detailed and relevant curriculum that enhances pupils’ learning. Pupils are enabled to ponder big questions. They develop curiosity about differing religions and worldviews and express personal beliefs and ideas with respect for others.

Areas for development

- Provide more opportunities for pupils to explore issues of injustice in the world. This is to equip them to be more effective agents for change.

Inspection findings

Teversham Church of England VA Primary School has a very clear vision based on its church foundation to be a loving and inclusive community. This vision runs through the school like a golden thread, evident throughout the work of the school. School policies and routines show that school leaders work to ensure that their work is aligned to the school’s vision. They have deliberately created a culture where all can flourish and achieve their best. The school’s vision is that every child knows they are valued, and this is very evident around the school. To quote a pupil, ‘teachers inspire you to try new things and believe in yourself.’ The motto of ‘Inspire, Believe, Achieve’ is clearly seen

across the school. It is understood by members of the school family and creates an outward facing community where love prevails. There is an ethos of encouraging self-worth, helping others and looking after God's world. It is worked out in a way that places pupils as individuals at the centre of the work of the school, and this develops confidence for individuals to flourish.

The curriculum, in all its fullness, reflects the school's vision to allow all to thrive. Different subjects deliberately foster the pupils' fascination with the world. Opportunities for spiritual development are deliberately planned in the school's learning schemes. This ensures they are integral to the experience of the pupils. Pupils are encouraged to explore their creativity and curiosity. They are challenged to explore and be innovative and evaluative, while taking time to wonder. For example, Key Stage 1 pupils have been learning about the development of powered flight. A visit to an air museum gave pupils the opportunity to wonder at fabric from Bleriot's first aeroplane while learning physics. There is strong provision for pupils with special needs and/or disabilities (SEND), making them a full part of the school. The school ensures that all pupils can access all areas of the curriculum, including the wide range of enrichment opportunities. The impact of the curriculum is well monitored, and school leaders know that the intended effect is being delivered. This well-planned curriculum has a significant impact and means that pupils' academic and spiritual development is prioritised.

Collective worship provides a special time of quiet and reflection at the start of each school day. Strong links with the local churches enables the worship to reflect a diversity of traditions. This encourages pupils and adults to explore their individual spirituality. Worship songs are chosen to be accessible, without being simplistic. This ensures the worship is planned to meet the needs of all members of this community. Pupils take a full and active part in leading worship and sharing their talents. Pupils can talk with enthusiasm about the ways in which collective worship has made them stop and think. They, and their parents, give examples of deep conversations at home that have sprung from a topic explored in worship. It is evident that the collective worship is significantly enhancing the pupils' spiritual development. Adults are also benefitting. One teacher said, 'collective worship helps me explore what I believe.'. This means that the worship is an inclusive and welcoming time of celebration. Worship is a special time within the school day and enables adults and pupils to reflect and flourish spiritually.

This school supports members of this community to thrive and lives out its vision of valuing all. This is a notable strength of the school. Staff development is prioritised by school leaders, so that good career progression is a lived reality for adults within the school. Support is also offered when personal issues arise. Staff are confident that, when needed, they will receive a compassionate response from school leaders. Adults work hard to build a supportive relationship with the pupils. This means that the school can be a community when individuals have their needs met with love and care. The school uses the words 'every day is a new day' to create an environment where pupils can make mistakes and know they are still valued. Parents describe an atmosphere of empowerment for their children, which is evident throughout the school. A well organised system of buddies and play mates ensure that older pupils embody the school's ethos of care. These positions are highly valued by the older pupils, who regard it as a privilege to support younger pupils. Pupils with SEND are seen as an integral part of the school community. They are well supported to participate and achieve. To quote a parent of a pupil with SEND, 'the children here aren't just curious about my child, they are interested in her as their friend.' Knowledgeable and effective governance ensures funding and policy decisions underpin the school's ability to support pupils and adults effectively. The result is a dignifying and inclusive culture where people are valued for who they are, made in God's image.

Opportunities to learn about the wider world are present across the school's curriculum. These are linked to the school's vision to be a serving community which values other people. Pupils are taught

about local, national and international issues. For example, they have considered the impact of large new housing developments on the local infrastructure. They responded to the issues and wrote to local councillors. Pupils are also aware of the need to care for our environment. However, a broader response from pupils is still limited. They know about a range of issues but are not fully empowered to respond in a cohesive way. The potential for pupils to be agents of change is not fully realised.

The RE curriculum is well planned and resourced. Good professional development to ensure strong subject knowledge is prioritised for teachers. This means that staff are confident to teach RE very well. This enables them to deliver a varied curriculum that studies world religions, including Christianity alongside non-religious worldviews. ‘Encounter Days’ add to the learning experience by providing opportunities to learn about festivals in greater depth. The curriculum is well balanced and relevant to the needs of the pupils.

Pupils are engaged by the RE curriculum and are taught well. RE learning time is used effectively to challenge the pupils. Evidence from pupils’ work shows that this ensures they make very strong progress. They show a respectful understanding of different worldviews and religions, including Christianity. Challenging questions are a notable feature of the learning in RE and a very deep response is elicited. Pupils articulate their learning very clearly and demonstrate curiosity about the different faiths and worldviews they encounter. Assessment is used effectively to ensure pupils make rapid progress in this subject. This is because teachers know clearly when learning is secure and when pupils are ready for new ideas. There is a clear understanding of the uniqueness of each faith tradition and non-religious worldview that the pupils study. RE in this school allows individuals to explore their spirituality in a trusting and open environment.

The inspection findings indicate that Teversham Church of England VA Primary School is living up to its foundation as a Church school.

Information			
Inspection date	1 July 2024	URN	110834
VC/VA/Academy	Voluntary aided	Pupils on roll	178
Diocese	Ely		
MAT/Federation			
Headteacher	Rebecca Simpkin Smith		
Chair	Nick Moir		
Inspector	Gill Jackson	No.	2321