



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Littleton Church of England Voluntary Aided Infant School

Rectory Close
Shepperton
Middlesex
TW17 0QE

Previous SIAMS grade: Good

Diocese: London

Local authority: Surrey

Dates of inspection: 13 November 2014

Date of last inspection: January 2009

School's unique reference number: 125231

Headteacher: Rachel Barton

Inspector's name and number: Alan Thornsby 137

School context

Littleton is a small infant school with 89 pupils on roll. The majority of pupils are white British heritage, from a range of socio-economic backgrounds. The proportions of pupils with special educational needs and/or disabilities are average. A new headteacher was appointed in 2012, at a similar time as a Pioneer Priest was appointed to St Mary Magdalene Church. The school has strong links with the church, the local community and the London Diocesan Board for Schools.

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

- The vision and drive of the head in weaving the core Christian values into a successful 'learning to learn' environment.
- The commitment of staff, governors, clergy and diocese to enable rapid and sustainable development of the distinctive Christian character of the school.
- The significant impact of the Christian values, securely linked to the learning environment and curriculum, on the personal and academic achievements of pupils.

Areas to improve

- Extend the opportunities for pupils to evaluate worship and feed into planning and delivery in order to be fully involved in the worship processes.
- Ensure that the highly effective RE curriculum is kept up to date and reflects current diocesan requirements.

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

The school has a distinctive Christian ethos that 'runs through the life of the school like writing through a stick of rock'. Each individual in school is noticeably valued as a unique child of God. The core values of 'Care for ourselves, each other and our world, through a love of God' reflect the commandment of Jesus 'Love God and love your neighbour as yourself.' They deeply permeate the practice, policy and curriculum of the school to promote a love of learning in children. Children readily recognise the Christian character of the school and confidently articulate its relevance. For example, a child commented 'our core values are not just in the hall but everywhere. The sign "Please walk not run" reminds you to look after yourself so you don't get hurt.' They explain that 'adults in school care for each of us and our cook makes us lovely meals.' Excellent relationships, behaviour and attitudes to learning are a result of explicit Christian values. Children are very aware of the positive attitudes and language used in school. For example, they speak of making 'good or wobbly choices' and parents comment that children use this language out of school. Attendance is good, as children want to come to school, encouraged by the awards of 'Attendance Bear' and 'Punctuality Pig'. Children enjoy their learning from an enquiry based curriculum and the challenges and support from their teachers. Long-term curriculum plans include 'WOW' moments, questions and direct links to the core values. Teachers clearly care for pupils ensuring the core values drive and nurture all pupils. High expectations of staff and governors result in achievement and progress that consistently exceed national expectations. Spiritual, moral, social and cultural (SMSC) development is a strength of the school, as part of the rich curriculum, out of school activities and forest school and Green Team work. The profile of SMSC is recognised by governors as part of their school visit agenda. The whole school community is aware of the importance of religious education (RE) as part of the distinctive Christian character of the school. Children are developing strong understanding of the global nature of world faiths, making such comments as 'people believe different things. If you don't listen to them that is disrespectful because you are not showing our core values.' Their understanding of Christian charity is expressed through support for the Lily Orphanage in Uganda by presenting Christmas present bags.

The impact of collective worship on the school community is outstanding

Worship is a key part of the school day to come together and explore Christian values within the context of the core values of the school. The appointments of the head and incumbent have raised the profile and impact of worship on the whole school community. Regular planning and evaluation meetings between the head and incumbent ensure continuity, progression of ideas and the successful impact on adults and children. Each core value is the agreed focus for a half term and themes are linked to these and the liturgical year. This gives a consistent reminder of the reasons for the core values of the school and an awareness of Anglican tradition. Children explain the symbolic meanings of the cross, candle and the rainbow. They experience a range of interactive worship formats, including 'Out of The Box'. Worship leaders include staff, headteacher and clergy. Children are confident in worship, lighting the candle and sharing the greeting and response to mark the special time of worship. The children are all engaged by the lively delivery of worship, especially that of the vicar. For example, a hectic 'cookery' demonstration, with assistance from the school assembly assistant, showed 'we may make mistakes but God doesn't.' Pupils have a good awareness of the Trinity and explain 'there are three parts like in an apple. The Holy Spirit is like a seed inside the apple and grows inside you'. They also explain that the Holy Spirit 'helps our learning and to be patient, because Jesus helped other people by being patient.' Prayer has a high profile in the daily life of the school. Pupils share prayer as part of whole school worship, recite prayers at lunchtime and at the end of the day. They also use the reflection areas in each class 'to say our prayers and talk to God.' Pupils clearly recognise the value of reflection and prayer to consider their actions and behaviour as part of their spiritual development. In weekly family worship the school becomes a wider worshipping community, joined by many parents and family members who respond to prayer and singing. The fellowship is continued once each month when parents are invited to the rectory for coffee. This is further developed through links with the church community and an active role in the Shepperton Schools' prayer group. Friday reflection assembly provides the opportunity to recognise children, nominated by each other, for showing Christian values in action and their names added to the Friendship Tree. Although family service is held each half term in St. Mary Magdalene's church, festival services are celebrated in school because of the greater space. Foundation governors effectively monitor the impact of worship and identify issues that are included in the

school development plan. Although pupils are involved in evaluation, the school has recognised the need to provide greater pupil involvement in planning and delivering worship to further their spiritual journey.

The effectiveness of the religious education is outstanding

Religious education is integral to the distinctive Christian character of the school, with the same priority and high expectations as in maths and literacy. The conscientious subject leader ensures that staff have the knowledge and confidence to challenge pupils' thinking. She also ensures that the syllabus reflects current developments. Teaching is at least good and often better because of staff knowledge, enthusiasm and the commitment that children learn from religion as well as about religion. This results in standards of achievement that are judged to be comparable with those in literacy. Children are fully engaged because of enquiry-based teaching and meaningful links to the school's core values. For example, in a project on Superheroes, the life of Moses was explored, as he was 'a superhero for God'. The range of teaching and learning strategies includes cooperative learning through the use of talk partners. These allow children to reflect, share and respect the ideas of others. The rapport between adults and children, the pace of lessons and effective use of resources, results in children wanting to learn. Teachers continually pose challenging questions, recap and evaluate learning and ensure that all groups of children progress at their level. They ensure children relate their learning to everyday life by references to the core Christian values. For example, in a Year one class learning about special friends and their qualities, a child explained that Jesus chose Matthew the tax gatherer 'to help him make good choices'. Children have a developing knowledge of the Old and New Testament of the Bible and the life of Jesus. An annual visit to a mosque supports their understanding of Islam. This knowledge and experience enables them to make links between different faiths. For example, Year two children recognise the similarities in use of a prayer mat in Islam and a hassock in the Christian church. Children and parents from other faiths also have opportunities to share their practice and beliefs. An annual RE day, led by FACT (Faith and Awareness Trust) provides opportunity for in depth study. The rigorous use of 'I can statements' by teachers shows that standards in RE are comparable with those in literacy. Children have pride in their learning as their books show range of well-presented tasks. Teachers indicate the next stages of learning in their positive marking comments. A joint working party of staff and governors maintains the quality and standard in RE through a cycle of extensive monitoring and evaluation.

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

The headteacher has a passionate commitment and vision 'to provide the best learning situation, securely rooted in the core values of the school and ensure children experience the powerful way Christian values impact on their lives'. This has been securely established and the school transformed, in a short time, with the support of the incumbent, the diocese and the total commitment of the staff and governors. The distinctive Christian character of the school and the high priorities of RE and worship are recognised by everyone. The agreed core Christian values are fundamental to the life of the school in maintaining high achievements and quality relationships. The needs of each individual adult and child in school are recognised and met. A reflective learning community supports the distinctive Christian ethos and the development of 'the whole person' with opportunities for leadership at all levels. Curriculum and professional development reflects the initiatives from the school development plan as well as personal interest, such as the Forest school movement. Staff are valued and nurtured to build a community of learning. They share the vision and passion of the headteacher that enables all to grow, commenting 'working in this school gives a sense of warmth and community that nurtures everyone'. Governors have first hand experience of the distinctive Christian character of the school as the foundation of every aspect of school life. This is through structured visits and reports that link learning to the core values. They are knowledgeable and actively challenge because of effective meetings and cycles of monitoring and evaluation. The school development plan includes RE and worship. Success criteria and evaluative comments ensure a focus on continuous improvement. Parents praise the school and the impact on the lives of children because of the great sense of community in a small school.



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SIAMS Judgement Recording Form (JRF)

This form is to be attached to the main SIAMS report and returned to the diocese in which the school is situated and to the National Society.

School Name	Littleton CE Infant School
School Address	Rectory Close, Shepperton, Middlesex, TW17 0QE
School URN	125231
Date of Inspection	13 th November 2014
NS Inspector's Number	137
Type of Church School	Voluntary Aided
Number of Pupils	89
Phase of Education	Infant
Name of Critical Reader	Jayne Pavlou
Has Diocesan Quality Assurance been obtained for this Report? Yes	

	Rating 1-4
How distinctive and effective is the school as a Church School?	1
How well does the school, through its distinctive Christian character, meet the needs of all learners?	1
What is the impact of collective worship on the school community?	1
How effective is the religious education?	1
How effective are the leadership and management of the school, as a church school?	1
The school meets the statutory requirements for collective acts of worship	Yes
The school meets the statutory requirement for religious education	Yes