

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Littleton Church of England Infant School			
Address	Rectory Close, Shepperton, Middlesex TW17 0QE		
Date of inspection	25/09/2019	Status of school	VA primary
Diocese	London	URN	125321

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 Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent

School context

Littleton is an infant school with 90 pupils on roll and a further 25 in an attached nursery. 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 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 was recently judged by Ofsted to be good.

The school's Christian vision

We believe in the God-given uniqueness of every individual and value them within a loving and inclusive Christian learning community. Through our love of God, we are all shaping our school, so that each of us can flourish, achieve, develop resilience and contribute to life in all its fullness.

Key findings

- Leaders and governors share a highly ambitious Christian vision for the school that is rooted in the Bible's words to 'let all that you do be done in love'. This vision inspires decisions, informs policy and drives every aspect of the school's work.
- The vision drives a strong and productive partnership with the parish church within which headteacher and incumbent work together for the wellbeing of pupils and their families. Together, church and school are a beacon of Christian love to the community they serve.
- The school vision underpins a rich and innovative curriculum which meets the needs of all pupils, including the most disadvantaged. Pupils are excited and stimulated by their learning and, as a result, they work hard, do their best and achieve standards that are at or higher than those expected nationally.
- Collective worship is an expression of the school's inclusive vision. It is at the heart of school life and an anchor point in each school day. Worship is invitational and inspirational. It affirms all who attend, whether adults or pupils, regardless of their faith or belief.
- Religious Education (RE) is given very high priority in the school's curriculum. As a result of the school's commitment to promote deep thinking about religion, pupils leave the school with an understanding of Christianity and a developing respect for faith.

Areas for development

- Ensure that the school's website provides a clear and effective showcase of the school's Christian character and distinctiveness.
- Develop teachers' subject knowledge so they confidently enable pupils to make appropriate connections between the three faiths studied in RE.

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 and governors have worked together to implement a highly ambitious Christian vision for the school. It is rooted in the Bible's teaching to 'let all that you do be done in love' and lived out in every aspect of the school's life. The vision is displayed around the school and on key documentation so that all are aware of its importance. However, the school's website does not make this Christian distinctiveness or vision sufficiently clear. The vision is expressed in practical values; care for ourselves, each other and the world. These values drive the work of the school; they inform strategic decisions, shape policy and inspire the warm, compassionate relationships between and among adults and learners. For pupils, these values are a part of their daily conversation and parents recognise the positive impact they have on their children's lives. Staff unanimously agree that the vision and values make the school a happy and positive place.

Governors carefully and actively keep the school's Christian vision under review, taking bold decisions so that the vision is faithfully implemented. For example, they released the headteacher to share the school's excellent practice with another church school and developed the senior teacher's leadership skills to deputise for her. Diocesan officers support staff through excellent professional development and teachers say that this personal attention helps them to flourish. There is a mutually beneficial partnership with the parish church. The incumbent is a frequent visitor, providing chaplaincy to the whole school community. He and the headteacher work tirelessly together in and beyond the school, for the wellbeing of staff, pupils and families.

This is an inclusive school where all are welcomed, treated with dignity and respect. Each knows that they are uniquely special because they are God's creation. Pupils understand what it means to care for themselves, each other and their world. They explain simply that love leads to care. Because of this, their behaviour is excellent. Pupils and parents say that this is like belonging to a family where differences are celebrated and disagreements reconciled. The school's policies flow from its vision, with a focus on wellbeing and positive relationships. This leads to a rich, innovative curriculum which meets the needs of all pupils, including the most disadvantaged. A shared understanding of spirituality ensures that learning is combined with a focus on wellbeing and personal development. This supports all pupils, including the most vulnerable, by helping them to cope when things are difficult. As a result, they are excited by learning, work hard and do their best. They make excellent progress, achieving standards that are at or higher than those expected nationally. There are many opportunities for pupils to explore what it means to care for others and for the world. The interesting questions that enrich the curriculum encourage them to think deeply. Consequently, they begin to recognise injustice, understand inequality and start to become advocates for change. Links with the local food bank, national and global charities enable pupils to see compassion in action. Their opportunities to be involved in collecting food and raising funds makes their understanding real. The developing link with a South African charity began from pupils' own enquiries based on their learning.

Collective worship is at the very heart of the school, an anchor point in each school day. Since the last inspection pupils have been regularly and deeply engaged in all aspects of worship. It is invitational and inspirational and echoes the school's vision of a loving community. Parents explain how their children's engagement in worship at school inspires their kind behaviour at home. Worship is carefully planned around a series of themes drawn from the school values and the church year. It is led by the headteacher and staff, together with the regular involvement of the incumbent. As an expression of the school's vision, worship is reflective and spiritual so that even young children are captured by its mystery. Excellent use is made of prayers and a simple liturgy that are an experience of Anglican tradition. The Monday 'out of the box' worship is a weekly reminder that God is Father, Son and Spirit. Pupils say how much they look forward to this act of worship, which sets the tone for the week. They love the regular opportunities to lead aspects of each act of worship. They listen carefully, sing with great enthusiasm and say they feel close to God. A focus on learning about prayer includes many opportunities for pupils to contribute and gain confidence. The regular school-based Family Worship led jointly by headteacher and incumbent, is exceptionally well-attended by parents and effectively supports the spiritual development of both pupils and adults in the school. This strong partnership between school and parish is seamless and for some, the school becomes their regular experience of church.

Religious Education has a central place in the school's curriculum. Leaders and governors ensure that provision meets the expectations of the Church of England's Statement of Entitlement and is treated as a core subject.

Reflecting the school vision, the curriculum is carefully aligned to pupils' development and enriched by the use of thought-provoking questions. This develops pupils' skills of reflection and evaluation. From the time they join the school, children are introduced to the language of faith and the love of God. As they move through the school, pupils learn about Christianity and the faiths of Judaism and Islam which share a common heritage. Although teachers' explanations are excellent, these faiths are sometimes taught in isolation so pupils do not always make connections between them. Pupils say how much they enjoy RE, not only because teachers make learning fun but because they welcome the challenge of deep thinking. Pupils' responses frequently display reasoning that is beyond that expected for their age. By the time they leave the school, they have a good understanding of many aspects of Christianity and some of the key points of the other faiths studied. As a result, pupils develop an appreciation of religion, a respect for faith and are well-prepared for Key Stage 2. RE is strongly led by the headteacher, who has sensibly ensured that all classroom staff have the detailed knowledge they need to teach the subject effectively. Working with diocesan advisers, she has introduced an effective system of assessment enabling teachers to plan the next steps in their pupils' knowledge and understanding. She is also supporting the development of RE in another local Church school and sharing the excellent practice at Littleton.



The effectiveness of RE is Excellent

ONLY The inspection confirmed the accuracy of the school's monitoring, which suggests that teaching and learning in RE is at least good, with a significant proportion that is excellent. Current data, work in books and discussions with pupils indicate that all pupils, including those with the highest attainment and those who find learning difficult, make progress that is in line with or better than other core subjects. As a result, their attainment is also in line with and sometimes higher than locally expected standards. In living out its vision, the school is enabling its vulnerable pupils, including those with learning difficulties, to flourish academically in RE.

Headteacher	Rachel Barton
Inspector's name and number	John Viner NS144