



Central Region
Schools Trust

Founded by the RSA

SIAMS INSPECTION 2024

As Team Ipsley, we strive to create a **community** where all flourish, following God's example by loving each other as He loves us. Together, we become the best versions of ourselves by being **ambitious, courageous** and **kind**, creating a **community** which can achieve anything we set our minds to.

Dear Parents/Carers

I am delighted to share with you the report from our recent Statutory Inspection of Anglican and Methodist Schools (SIAMS) which finds that we are living up to our foundation as a Church school.

As you will read over the next few pages, the inspector really captured the incredible culture we have here at Ipsley. I am so pleased that the report praises our respectful, kind relationships and the care and support we offer each other, as well as the hard work we do to ensure that our wellbeing and inclusion work allows pupils, staff and the community to flourish.

I am incredibly proud of this report and know that everyone in our school community will be too. Thank you all for making Team Ipsley such a wonderful place to be!

Yours faithfully,



Miss Saul
Principal & DSL



Relationships at all levels are respectful and kind.



Wellbeing and inclusion is at the heart of the school.



Parents appreciate that the school cares about all aspects of their children's development.



Behaviour and relationships are exemplary.

01527 525725 | office@ipsleyacademy.co.uk | www.ipsleyschool.org.uk | @IpsleySchool #JoinTeamIpsley



BE AMBITIOUS



BE COURAGEOUS



BE KIND

INSPECTION FINDINGS

Ipsley is a highly effective Church school where adults know and respond to the needs and aspirations of their community. They do this with integrity. Adults are inspired by the deeply embedded and cherished Christian vision that permeates all policies, decisions and actions. Leaders at all levels, including governors and the trust, work collectively to ensure that adults and pupils can thrive. Adults acknowledge the positive impact of clear, respectful communication in enabling them to contribute to the school's singularity of purpose. Rich relationships with diocesan and trust partners ensure conversations and professional development opportunities that enhance adults' experiences and expertise. Consequently, adults grow in their personal and professional wellbeing and successfully support the pupils in their care. Governors and the trust, evaluate Ipsley's effectiveness as a Church school, both formally and informally and hold leaders to account. The trust recognises Ipsley's approach to developing and embedding its vision and values as a strength. It is a model for good practice.

The ambition that everyone should be the best version of themselves is at the heart of the community. Pupils understand that this means approaching everything with determination. Adults work unstintingly to provide pupils with rich learning and inspiring additional activities. Pupils speak equally excitedly about events in class as about visits and visitors. Theatre trips and foreign visits expand pupils cultural awareness and open their eyes to new horizons. They are encouraged to be courageous in their approach to learning and confident that they can succeed. Additional pastoral and learning support is available to all pupils as and when it is required. Pupils with special educational needs and/or disabilities (SEND) and those who are vulnerable, even temporarily, know that they will be effectively supported. Parents express a confidence in the school's support and problem solving that extends beyond their child to the whole family. There is a school wide determination that education will open doors for pupils. Opportunities to encourage pupils' spiritual growth through their formal learning are carefully planned within each subject. Adults have a focused approach to spirituality that identifies love of self, others and the beauty of the world. Pupils are encouraged to think about 'things that are bigger than themselves.' They recall events and moments that cause them to stop, reflect and be amazed. However, the school's language for discussing spirituality is less developed. Therefore, the ability to capture spiritual experiences has limits.

The planning of worship is thorough and thoughtful. It successfully reflects and explores both the Christian calendar and the school's vision and values. Adults and pupils recognise its relevance to their lives irrespective of their personal religious or worldviews. They appreciate that worship includes the whole community and invites individuals to think about God, Jesus and the Holy Spirit. Pupils of all ages are familiar with key Bible stories and Christian prayers and understand their meaning and purpose. They welcome that they are invited to respond in worship and explain that it is an important part of each day. Individuals can recall times of worship that have inspired them to think and act differently. Pupil reflection books enhance the opportunities for individuals to be thoughtful and react personally to worship. This effectively encourages and enables them to flourish spiritually. The relationship with the local church enhances the prayer life of both communities who, increasingly, know each other well. The weekly prayer group provides valued additional spiritual enrichment for those who attend. It contributes to the school's rich worship life.



The school's vision of following God's loving example, together with its values of courage, kindness and community, underpin respectful, dignified relationships. The repeatedly used phrase 'Team Ipsley' accurately describes the sense of togetherness within the school community. It applies equally to adults as to pupils and contributes to a singularity of purpose that pervades the school. Pupils care deeply about the wellbeing of each other and relish opportunities to be buddies and role models. Parents appreciate that the school cares about all aspects of their children's development. The school consults well with parents and carers and champions the wellbeing of the whole family. School and trust leaders actively promote mental health and wellbeing for adults and pupils. This includes in-house support and collaboration with external providers. There is an embedded belief that for pupils to thrive, so must the adults around them. Early intervention and bespoke support ensures that pupils feel secure, valued and able to cope. Behaviour and relationships are exemplary. They are underpinned by the expectation of following God's example of loving each other. When mistakes occur, restorative conversations, forgiveness and fresh starts follow. This approach enables pupils to grow in self-belief and appreciate that actions should have fair outcomes.

Ipsley is a school determined to be at the heart of its community. This starts with staff and pupils but extends to the local neighbourhood. This outward facing school actively seeks and contributes to partnerships with, and on behalf of, pupils and their families. Worship and formal learning, enables pupils' appreciation of what it is to live in a fair and equitable society. Through their myriad of leadership and communication systems they propose and respond to a range of charities and causes. They are generous with their time and talents and willingly share what they have with others. Foodbanks and charities are beneficiaries of this kindness as are the national causes that pupils democratically choose to support. A pupil-initiated project to support local homeless people successfully garnered the support of the school community. Such independent social action is rare. Consequently, pupils commitment to kindness and courage is underdeveloped. The academy's exceptionally successful Community Café brings together local neighbours and support services. It is tangible evidence of the Christian vision promoting a community that can achieve anything it sets its mind to.

Pupils are enthusiastic about their learning in RE. This is because their lessons are carefully planned, relevant and diverse. Subject leaders collaborate effectively with the diocese and the trust. This ensures that they expertly support colleagues to teach challenging RE. The exciting plans of learning are deftly crafted to meet the expectations of the Church of England. Recognised as important, RE enables pupils to grow in their knowledge and understanding of Christianity and worldviews. Additionally, pupils learn about Buddhism, Judaism and Islam. This expands their recognition and appreciation of the diversity of beliefs in modern Britain. It successfully contributes to pupils' readiness to take their place in a multi-faith, multicultural society. Classroom learning is brought to life by visits to places of worship. These are carefully planned so that pupils' learning and experiences are memorable.

The inspection findings indicate that Ipsley Church of England Middle School is living up to its foundation as a Church school.



Fiona Ashton
SIAMS Inspector

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