

# Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Claines Church of England Primary School</b>			
Address	School Bank, Claines, Worcester. WR3 7RW		
Date of inspection	3 December 2019	Status of school	Voluntary controlled primary
Diocese	<b>Worcester</b>	URN	116793

<b>Overall Judgement</b>	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	<b>Grade</b>	<b>Good</b>
<b>Additional Judgement</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

### School context

Claines is a primary school with 209 pupils on roll. 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 above national averages. The headteacher and the deputy headteacher have been appointed since the last inspection.

### The school's Christian vision

We are stronger together, because we are rooted in faith. We follow in the footsteps of Christ by living out our key values of respect, compassion, courage and perseverance. Consequently, no-one settles for less than their best. Ephesians 4:16. 'The whole body depends on Christ. Each part of the body does its own work. This makes the body grow and be strong in love.'

### Key findings

- The vision, recently introduced by the Christian leaders, is underpinned by the agreed core values. Together these provide the focus for worship and the foundation that gives purpose to other school policy decisions to ensure all pupils and staff flourish. The values are widely known and understood, however the vision is not yet embedded.
- The headteacher and deputy headteacher have a strong, effective partnership, that is creating a 'team and community' united in their commitment to follow in Jesus' footsteps, to serve and care for others.
- Daily worship brings all members of the school together to share values, praise God and find out more about his Son. Bible stories and times of reflection are regularly supported by the pupil worship leaders. However, although they sometimes plan and lead, they are not yet involved in evaluating worship.
- The governors are fully committed to supporting school leaders in driving the Christian distinctiveness of the school. They do this through their subject and class links and their regular visits to ensure all are flourishing. Monitoring of the impact of the vision has not yet taken place, although plans are in place to do this.
- Pupils' spiritual development is effectively fostered through a rich and vibrant curriculum. This allows them to explore diversity, world religions and the values that underpin daily life.

### Areas for development

- Embed the vision to ensure it is widely known and understood so that all pupils can articulate how it enables them to grow and flourish.
- Ensure pupils become more skilled through regularly evaluating worship. In addition, expand the ways they currently lead, so that they continue to support the spiritual life of the school by sharing the vision and values.
- Ensure the governors monitor the impact of the newly implemented vision, so that they continue to support school leaders in enabling all to flourish.

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 strong, Christian partnership of the headteacher and the deputy unites the staff as an effective team and the school as a community. The newly introduced vision has involved all members of the school family, growing out of their desire to, 'follow in the footsteps of Christ'. It is underpinned by the established 12 agreed values, which were also strengthened by an emphasis on compassion, courage, perseverance and respect, as central. These values are firmly embedded, providing a rich foundation for the daily life of the school. Although the vision is less well known and understood, it does present a powerful image of unique children of God, 'growing stronger together, because they are united in faith and love'. School leaders and their staff work diligently to build a community that lives out the values of care and compassion. The focus on the needs of the individual is nurturing strong relationships, guided to, 'never settle for less than their best'. This inclusive school welcomes all and its holistic approaches enable each individual to grow and flourish together in love (Ephesians 4:16). Staff enthusiastically share their appreciation of the support from the school leaders. There is an openness and trust that makes it, 'OK to ask for help if we need it'. As a result, work-life balance is sustained and mental health and wellbeing protected. The Acorn Room at school, is a safe place for 1:1 support of pupils. This provision, together with the weekly sessions with the 'wellbeing coach' is ensuring pupils are safe and happy. Consequently, attendance is high, behaviour is exemplary and pupils, through their 'buddy responsibilities' are living out the core values daily.

School leaders appreciate the importance of giving pupils a voice. They reinforce this through termly conferences with selected groups to gather their views and opinions to address need. Questions explore any issues raised to ensure pupils understand they are important and are listened to. As a result, pupils say they feel supported by their teachers and enjoy learning. In addition, the values help them to be a better person. 'We asked for the values to be displayed in each classroom, to remind us to treat each other with care, compassion and respect.' The leaders have responded to this request. Consequently, pupils are growing in confidence as caring young people, treating others as they would like to be treated.

Pupils are positive about collective worship. They say, 'Bible stories help me to think about my daily life and that helps me.' The pupil worship leaders confirm the importance of their support in worship. They would like to do more planning and leading. They are very enthusiastic about the 'forgiveness' worship they planned and led, which developed from a true story of a prisoner who had hurt many people. 'We painted 'forgiveness stones' to share when we see pupils falling out. There is a bench we can sit on to talk it through and make friends.' Although pupils are sometimes challenged to lead services, currently they do not evaluate the experiences. This is limiting the contribution they can make to deepening the spiritual life of the school. Links with the church are strong. Members of the local church regularly visit the school. The vicar blessed the new classroom extension, has led courses for staff on spirituality and engages with question and answer sessions with pupils. She shared, 'These are deep, searching and prayerful and are making a difference in their thinking and their lives.' Services in Church and school are sometimes focused on social need. 'Hand in hand for Oscar' was one of these that raised £2000 to support the treatment of a local child suffering from a serious illness. When the deputy was over-run with apples from her trees, the pupils suggested they be made into pies to share with the homeless in the local Community Café. In this way, pupils are actively living out their kindness, through providing for others in need. Prayer and reflection are key aspects of worship. Through pupil conferences these times are described as, 'a lovely space in a busy day'. This evidences the way that worship is effectively supporting the spiritual life of the school family, through its focus on the core values.

Religious education (RE) and Philosophy (P4C) are two aspects of a rich and vibrant curriculum that focus on developing the whole child. There are many extra-curricular activities and projects that challenge pupils to explore the wider, diverse world in which they live. Understanding Christianity approaches are partnered with a range of religions, through the Worcestershire Agreed Syllabus. Visits to mosques, the Cathedral and other places of worship, together with visitors to the school, are regular features. These provide first-hand experience to deepen pupils' appreciation of diversity in faith, culture and religion, from a global perspective. Links have been made between an inner city school in Worcester and another in Gambia to further support their understanding. 'Big question' approaches link Godly play, RE and P4C to challenge pupils to consider, 'How was God made?' or, 'Why would it be difficult to be Joseph?' As a result, though pupils enter the school displaying a wide range of

skills, some below national expectation, they progress well. Consequently, by the time they leave standards are above national levels. Through the innovative curriculum experiences, pupils are building respect and tolerance of others in school and in the wider world.

Claines is well respected and popular with the community it serves. Parents speak highly of the strong leadership and focus on the values and the growing vision. They say that the school's Christian ethos and care for each individual nourishes their confidence and grows their self-esteem. It is clear that pupils with additional needs are equally successful, through the targeted support from staff. The governors are fully committed in working closely with leaders and staff to drive the Christian distinctiveness of the school. Their subject and class links and regular visits, both formal and informal, ensure they know the school well. They were fully involved with the introduction of the vision, earlier in the year. As part of the monitoring timetable, future visits are set for them to further evaluate the difference the vision is making to the daily life of the school. There are close links with the diocese and other outside agencies that provide training to ensure the skills and expertise of the staff are also 'grown'. This sustains and strengthens the future development of the school as a Church school. Consequently, Claines is enabling its family to grow and contribute as caring citizens in the world in which they live. They are being challenged to, 'grow stronger together in faith, following in the footsteps of Jesus'.

Headteacher	Simon Gent
Inspector's name and number	Marianne Phillips 586