

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

<b>Crockerne Church of England Primary School</b>			
Address	Westward Drive, Pill, Bristol, BS20 0JP		
Date of inspection	06 November 2019	Status of school	Academy inspected as VC Kaleidoscope Multi-Academy Trust
Diocese	Bath and Wells	URN	131120

<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

Crockerne is a primary school with 286 pupils on roll. There is a 52 place nursery on site. 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 joined the Kaleidoscope Multi-Academy Trust in February 2019. The school is led by two co-headteachers.

### The school's Christian vision

The school's vision reflects its wishes for each of its pupils, 'to be the best me I can be'. The Parable of the Good Samaritan, Luke 10: 25-37, is the vehicle through which the vision is taught and it is underpinned by the school's values.

### Key findings

- The school's vision and values are supported effectively by a strong staff team and leadership structure that is enabling pupils and staff to flourish. However, although the vision is understood, the biblical roots, through the story of the Good Samaritan is known, but not yet embedded.
- The very close links between the school and the community it serves are mutually beneficial and inspiring pupils to share their learning and thinking with their families.
- Religious education (RE) is an important subject in the school. Pupils enjoy learning about other faiths and cultures through enquiry and investigations. These approaches have only been introduced recently and teachers are working diligently to build consistency in teaching and learning across the school.
- Collective worship is at the heart of the daily life of the school. The year six collective worship crew (CWC) are confident, caring role models who enthusiastically and capably support the spiritual life of the school. Currently, they evaluate the quality of worship informally.

### Areas for development

- Ensure that the biblical roots of the agreed Christian vision are deeply embedded in the daily life of the school so that pupils can clearly articulate the links.
- Embed the new approaches in RE to improve the quality and consistency across the school in teaching and learning so that all pupils can share similar experiences.
- Enable the collective worship crew pupils to further develop their roles as leaders in planning and evaluating worship so that they grow in skill, supporting the spiritual life of the school.

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, caring partnership of the co-headteachers has created an effective team. So that all members of the school community are fully committed to the school's vision. There is a shared sense of purpose, to overcome barriers to enable all to 'learn without limits'. As a result, staff and pupils are inspired to 'be the best me they can be'. Consequently, relationships are strong and caring and behaviour is exemplary, applying the Christian values of love and respect to all. The biblical links to the parable of the Good Samaritan, which underpins the vision, have been shared with the pupils and are displayed around the school. However, although known the links are not yet embedded. Christian outreach is a key feature of the school that builds mutually beneficial bonds between the school and the community it serves. As a result, parents speak positively of the on-going support they are given, particularly in times of need or loss. They are keen to share how the vision and Christian values of the school are enabling their children to succeed happily. The values also make a difference to the ways pupils interact daily. They say, 'people don't laugh or make fun of our opinions. Our values of respect and tolerance help us get along.' Therefore, pupils enjoy school, feel safe and want to learn. Attendance is high. The strategies for acknowledging pupils' good choices are firmly rooted in the school's vision. Gem points are awarded providing concrete shining examples to celebrate. In addition, school leaders are keen to challenge pupils to grow as leaders. Pupils respond positively to their roles as school council or collective worship crew. As a result, they are growing in maturity and actively support other children and the community. Pupils also benefit from a curriculum that is rich and varied, developed through projects. These are planned to leave a legacy of learning, life experiences, aspiration and hope for the future. Charitable giving is driven by these young people, who want to follow the example of the Good Samaritan. In being the best neighbour they can be to others they are growing as effective young citizens, positive advocates for good.

Crockerne is an inclusive school. In line with the Church of England Vision children are seen as unique individuals and offered support to meet their needs on their learning journey. They are guided by the school's clear vision and values to think deeply and share their opinions with others at home and school. Special services at school and in Church show the school's Christian foundation. The Rector leads these services and is actively involved with the pupils and families. Her 'sound bites' in the weekly newsletter reinforce the partnership which exists. Worship is an important part of the school. Through the worship experiences pupils are introduced to Anglican and faith traditions and are supported effectively both spiritually and emotionally. Prayer, reflection and wonderful singing, daily unites the school family, joyfully guiding them to learn more about the Bible and the life of Jesus. The signing choir features strongly in worship and also supports many events in the wider community. The collective worship crew (CWC) help to lead worship weekly. They use the focus from the worship plan to make decisions about their roles and involvement. They act out Bible stories and write prayers to be read. They are important role models for the school and children enjoy their contributions in worship. They currently evaluate worship informally, feeding back their views to adult leaders. However, they are keen to take on more formal responsibilities in planning and evaluating worship and leading prayer. Their enthusiasm and commitment to worship is making a difference in supporting the spiritual life of the school.

RE is an important subject in school. Planning has followed the Awareness Mystery Value (AMV) Agreed Syllabus and recently Understanding Christianity resources have been introduced. Pupils are enthusiastic about their learning in RE and enjoy sharing their opinions to big questions such as, 'What does God mean to you?' Teachers are committed to the new approaches and are undertaking on-going reviews to build consistency in planning, teaching and learning. The RE leader is using the pupils' deepening understanding of Christianity and world faiths to explore the meanings of hymns sung in worship. This and other curriculum projects are important in broadening the understanding of the predominantly white British pupils. Assessment in RE includes gathering pupils' views, book scrutiny and lesson observations. These approaches are being reviewed and embedded to ensure learning outcomes are accurate and consistently judged. As a result, RE is effectively helping pupils to appreciate and respect the diversity of global religions and cultures.

Many pupils enter the school with a wide range of additional needs and displaying learning below national expectations. The school has recently joined Kaleidoscope Multi-Academy Trust (KMAT) and this is providing strong networks to build expertise and skill for teachers. Through these links, the co-headteachers are ensuring support is appropriate and targeted effectively. As a result, teachers and teaching assistants work closely as

effective teams to support individuals' needs. In addition, Crockerne has been asked to lead the Church and RE network for KMAT and to disseminate their approaches across the schools. Monitoring by senior staff is rigorous. Specialist staff such as the learning mentor and special needs coordinator (SENCO), also work closely with individuals, small groups and parents. In these ways school leaders are living out the vision to enable all to be the best they can be. Links with the diocese are also strong and effective. Staff, pupils and parents speak positively about the way the school supports their emotional needs. The ethos and well-being committees are examples of structures that support the concerns and worries of all. Consequently, this school lives out its vision and values and pupils and staff are flourishing, as unique children of God.

The school benefits from the active and knowledgeable support provided through their governing body. The foundation governors engage with groups of pupils and staff to ensure quality and distinctiveness. All governors have link roles to support school improvement. They regularly attend school in their monitoring capacity and support school leaders in driving the vision and values of the school. Growing partnerships with KMAT and the wider community demonstrates Crockerne's outreach and desire to make a difference. They are shining their Christian love far afield and enabling pupils and adults to be the best they can be.

Co-headteachers	Lara Furmidge and Geeta Verrell
Inspector's name and number	Marianne Phillips 586