

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

<b>Christopher Reeves Church of England Voluntary Aided Primary School</b>			
<b>Address</b>	Hinwick Road, Podington, Wellingborough NN29 7HU		
<b>Date of inspection</b>	3 December 2019	<b>Status of school</b>	VA Primary
<b>Diocese</b>	<b>St Albans</b>	<b>URN</b>	109622

<b>Overall Judgement</b>	<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>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

### School context

Christopher Reeves is a primary school with 96 pupils on roll. The majority of pupils are of White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages as is the proportion of pupils who have special educational needs and/or disabilities. In 2017 the school changed from a lower school to a primary school. The school federated in 2018 with St Lawrence VA Primary School, forming the Chellington Church of England Federation. From January 2020 both schools will be led by an Executive Headteacher.

### The school's Christian vision

The school's core values are linked explicitly with teachings from the Bible: Love, Hope, Trust, Community, Thankfulness, Peace, Courage, Forgiveness, Service/ Stewardship, Compassion, Justice.  
 Federation Vision : Happiness Through Wisdom. *'Gold there is, and rubies in abundance, but the lips that speak knowledge are a rare jewel.'* Proverbs 20:15  
 School Vision : Living Our Values. *'Strengthened by the grace that is in Jesus Christ.'* Timothy 2:1 *'I can do everything through him who gives me strength.'* Philippians 4:13 *'Let the peace of Christ rule in your hearts.'* Colossians 3:15 *'Do everything in the name of the Lord Jesus Christ.'* Colossians 3:17

### Key findings

- The school's Christian values are firmly embedded and celebrated. This has led to parents choosing the school for the reputation it has in the area, and in some cases because of its Christian distinctiveness.
- The school has a strong sense of Christian family, with approachability, kindness and care for individuals being deeply felt and acknowledged by pupils, staff, parents and governors, linked to the school's Christian vision.
- All aspects of collective worship have improved considerably since the last inspection with an increase in pupil involvement, a wider range of worship leaders and a deepening of pupils' personal spirituality. However, the evaluation of worship is not used to effect changes within the school.
- Religious education (RE) has prominence as a curriculum subject in the school, with pupils now participating regularly in enquiry based learning, sharing their opinions and challenging others' views. Pupils do not consistently respond to marking feedback.

### Areas for development

- Use the evaluations from all members of the school community who monitor collective worship, to inform improvements which enable pupils and adults to flourish across the Church school federation.
- To share and embed best practice in RE so that pupils have regular opportunities to respond to teachers' questions used in marking.
- Extend pupils' understanding of world faiths through offering increased curriculum opportunities 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**

Pupils, staff, parents and governors have developed a distinctively Christian vision that is embedded in policies, decision-making, the website and daily practices. All talk with confidence about how embedded the school's Christian values are, enabling pupils to flourish as individuals. There are strong links between the school's Christian vision and school improvement. Christian distinctiveness is an agenda item for every governor's meeting and a key priority on the school development plan. This spiritual focus has supported the school on its journey towards federation. The school's vision is that children's fulfilment will not come from material gains but from the joy of learning, experiences and relationships, and from knowing their value as children of God. The embedding of this vision is evident in good learning behaviours and high expectations, leading to good progress.

The school makes excellent use of exciting resources, including its grounds, to provide rich learning opportunities that embed its Christian values and provoke thoughtful discussion in relation to local, national and worldwide issues. Pupil attainment is mostly in line with national expectations and in some cases better. All pupils, including lower ability and more able pupils, make good progress. The most vulnerable pupils are those with high anxiety. Staff are skilful at securing bespoke support for these children and their families. This nurturing and insightful approach has increased pupil resilience, self-belief, participation and confidence, demonstrating the school's values in action.

According to a Year 5 pupil, 'Everyone at our school understands our Christian values and how they help us to always do our best.' The school has links with a school in Ghana and pupils explained how money they raised has been used to buy drums so children in Africa could enjoy using them daily. Children celebrate and recognise differences and have opportunities to develop their understanding of global communities, disadvantage and deprivation. When asked why it is important to help those who are less fortunate, one pupil replied, 'All humans have a basic right to peace and love. We should share what we have to make the lives of others better.' Pupils apply to be Charity Champions. They choose charities to support and in so doing develop pupil awareness of others' needs and are advocates for change. For example, pupils felt so passionate about plastic polluting the oceans that they wrote to their local MP asking for action and received a reply.

The school has strong links with its community and its good reputation attracts families from other villages. Parents, staff, governors, pupils and visitors recognise that positive relationships and good behaviour are strengths of the school, underpinned by Christian values. There is a positive and inclusive atmosphere. A restorative approach to behaviour management gives pupils tools they need to solve problems. The impact of this is seen in the low number of incidents that occur.

An eye-catching display in the hall showcases beautifully patterned fish, each made by an individual pupil, to celebrate that everyone is unique, but their differences are valued. This is an art project linked with the school's vision about knowing our value as children of God. Pupils demonstrate their awareness of and respect for different faiths by talking about the Faith Trail they participate in, alongside pupils from other schools. They visit a gudwara, a mosque and an Anglican church and walk alongside and listen to Sikh, Muslim and Christian faith leaders. However, the school has yet to develop this understanding further by welcoming a variety of faith visitors into school. Staff and governors have updated the policy and procedures for Sex and Relationships Education, recognising key changes required.

Worship is inclusive, varied and contributes well to pupils' spiritual development. It is planned and led by school leaders, teachers, clergy and pupils. Acts of worship raise awareness of the Bible, embed school values and highlight world issues. Worship is monitored by governors and pupils, but with limited impact. Team Trinity, consisting of Year 5 pupils and a higher level teaching assistant, regularly plan and deliver worship. They have set up an online survey to gather feedback from pupils about collective worship but have yet to analyse the results. Collective worship has improved considerably since the last inspection, meaning that pupils talk knowledgeably about it and know how it links to the school's values. Pupils understand how major festivals in the church are celebrated and the liturgical colours used. This means they can explain the significance of these festivals for Christians. Pupils worship at church and school regularly, learning about God and developing their understanding of the Christian faith. They understand the Trinity in an age-appropriate way. Pupils say and write prayers and use Anglican liturgy

in worship. Training from the diocese is having an impact. It has enabled staff to recognise how collective worship and school values are intrinsically linked. They have identified that reflection, the mirror, is their strongest area for successfully developing spirituality, including reflection assembly, reflection spaces and the spiritual garden. The school is keen to find more ways to develop its window on the world and how it opens its door to others.

Religious education is thoroughly planned, linked with the school's vision, happiness through wisdom, where pupils are encouraged to find joy through learning, experiences and relationships. The school makes good use of clergy, the church and the diocese to enhance the delivery of a high quality RE curriculum. Learning and achievement in RE is celebrated on the school's website, through displays of pupils' work and in newsletters to parents. Pupils are respectful of other religions, saying that they enjoy learning about different faiths and why they are important to people. They often explore 'big questions' such as 'How was the world made?' Strong RE leadership, includes the sharing of training and resources and introduction of clear assessment procedures. Pupils' work is good but little time is given to respond to marking, so they do not know how to improve. Teachers provide pupils with challenges and opportunities to enquire, analyse, discuss and interpret, making comparisons between themselves and others.

### **The effectiveness of RE is Good**

Teaching and learning in RE is consistently good for all ages and groups of children, including the most able and those with special educational needs and/or disabilities. Leaders ensure that all pupils make at least good progress against the expectations of the RE syllabus. A school improvement focus has been for the school's most vulnerable pupils to have the same opportunities to thrive and progress as other pupils.

Headteacher

Juliet Fraser

Inspector's name and number

Caroline Clarke 711