

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

### St Peter's Church of England Voluntary Controlled Primary School

Myneer Park Coggeshall Essex CO6 1YU

<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Chelmsford</b>
Previous SIAMS inspection grade	Good
Local authority	Essex
Date of inspection	22 January 2018
Date of last inspection	March 2013
Type of school and unique reference number	Primary 115108
Headteacher	Alison Cole
Inspector's name and number	Gillian Holmes 849

#### School context

The school is located in the centre of Coggeshall and is above average in size. Pupils are taught in ten mixed aged classes with an Early Years and Foundation Stage (EYFS) unit. The majority of pupils are White British, with a small number from other ethnic backgrounds. The number of pupils with special needs or from disadvantaged backgrounds is below the national average. The school has strong links with the Coggeshall community churches and the wider community. It works very closely with other schools in the area. The headteacher and other senior leaders are new to the school since the previous denominational inspection.

#### The distinctiveness and effectiveness of St Peter's as a Church of England school are good

- The Christian values are both explicitly and implicitly evident throughout all aspects of the school.
- Pupils' understanding of the school's Christian values contributes well to their understanding and acceptance of others of different faiths.
- Religious education (RE) and collective worship are valued by all pupils and together play a significant role in driving forward the school's Christian ethos.
- The very close relationship with the local church including regular visits from 'Open the Bible', a team exploring biblical stories and teaching has a considerable impact upon the spiritual journey of all members of the school community.

#### Areas to improve

- Increase opportunities for pupils to have greater opportunity to develop spiritually by providing appropriate outdoor provision for quiet and reflection.
- Broaden and deepen the involvement of parents, pupils and staff alongside governors in monitoring collective worship in order to inform improvement in the challenge, relevance and delivery of the programme.
- Provide further professional development opportunities for staff in order to prepare them for leadership within a church school.

### **The school, through its distinctive Christian character, is good at meeting the needs of all learners**

The school's Christian vision ACE (aspire, care and enjoy) is underpinned by the Christian values of forgiveness, courage and responsibility. This vision and the three values are made explicit as they are lived out in all aspects of the life and work of the school. As a consequence behaviour and relationship between pupils and between staff and pupils are excellent. Pupils enjoy coming to school and so attendance is good. The school's values contribute to there being very few incidents of bullying which are dealt with swiftly and effectively in keeping with the Christian ethos. The headteacher's duty of care has necessitated the recent use of fixed-term exclusions for two pupils. This was dealt with fairly and supportively, reflecting the school's Christian ethos and values well. Pupils make expected or better progress in all subjects with the most able making accelerated progress. Attainment is broadly in-line with national expectations. In keeping with its Christian ethos staff ensure that all pupils have the best educational opportunities which results in any underachievement being identified and addressed. The skilled teaching assistants work with the teachers to ensure full inclusion for pupils with special educational needs or disability. The school works effectively to promote pupils' personal development and as a consequence pupils work hard in class and are proud of their achievements. There is a rich learning environment that is inspiring and interactive which supports the development of pupils' reflection and deepening thinking skills. Displays frequently incorporate questions for pupils to consider and respond to. Pupils talk enthusiastically about their learning and about the number of enrichment opportunities. For example, pupils returned one evening to star gaze, others sang along with other schools at the O2 arena and there are regular trips that contribute to enhance the curriculum. Pupils are excited and enjoy RE and collective worship. Both areas contribute effectively to the whole-school ethos and to pupils' very good spiritual, moral, social and cultural (SMSC) development. The teaching of Christianity and other world faiths very effectively supports pupils' understanding of different cultures and diversity and difference. The school's active link with Buhumba Primary School in Uganda has significantly deepened pupils' understanding of Christianity as a world faith. Pupils organise and support a number of charitable fundraising events each year. Pupils speak knowledgeably about how supporting charities at home and abroad is a way of demonstrating the schools' Christian value of responsibility.

### **The impact of collective worship on the school community is good**

Pupils, staff and governors have positive attitudes to worship which plays an important role in school life. Prayerful and meaningful worship takes place with a focus on the school's identified Christian values and broader biblical teaching. This contributes significantly to the life of the school, to pupils' very good spiritual and moral development and to enhancing the school's Christian distinctiveness. The regular weekly visit from the 'Open the Bible' team brings Bible stories alive for both pupils and staff. For example, the team brings about active participation including, for example, pupils acting out the stories. All pupils are encouraged to participate in worship through questioning and the use of talk partners. The worship programme is effectively planned by the headteacher and themes for worship relate to the main Christian festivals and the school's Christian values. The school council plan and lead worship and other pupils have opportunities to plan through class led worship and when their class teacher leads worship. Older pupils are further involved as Year 5 and 6 pupils take it in turns to set up the worship table, light the candle, lead the responses and choose and read prayers. The curate is a regular visitor to school. She takes part in Open the Bible and supports staff and pupils pastorally. Anglican practices and the seasons of the church's year are part of the worship and enhanced through appropriate links with RE. The church is used for services three times a year when parents enthusiastically join with the school. The church is also used to support the RE curriculum. Pupils can recall many Bible stories and have an age appropriate understanding of God as Father, Son and Holy Spirit. Prayer is important to school life which means that pupils understand its importance. Pupils throughout the school recently spent the day learning about the significance of the Lord's prayer to Christians. In addition pupils write their own prayers and place them on the prayer tree. These prayers are used as part of collective worship. At present the monitoring of worship is effectively undertaken only by the foundation governors. The leadership correctly recognise that staff, pupils and parents also need to contribute to this as they are all part of the worshipping community. Firm plans are in place to do this including strategies to ensure that monitoring informs school development planning.

### **The effectiveness of the leadership and management of the school as a church school is good**

The foundation governors worked with staff and pupils to establish the 'ACE' vision and to decide on the Christian values that underpin it. These were then discussed and shared with the whole governing body. As a result all leaders articulate and promote these and they contribute significantly to the distinctive Christian ethos of the school. There are strong partnerships with the Diocese and local schools sharing skills and expertise. The school's membership of

the teaching school alliance has provided significant professional development for all staff and curriculum opportunities for pupils. For example subject leaders from different schools meet regularly together to share good practice and able pupils can attend Saturday enrichment workshops with pupils from other schools. Professional development is tailored to staff needs as well as whole-school issues. This promotes teachers' skills and knowledge which in turn enhances pupils' progress. It also ensures an ongoing focus on developing the Christian distinctiveness by all the staff, in keeping with the school's Christian vision. Governors effectively employ self-evaluation strategies to further school improvement ensuring that the Christian values are central to the whole curriculum and to extra-curricular activities. Diocesan staff have worked with staff and governors to support the enrichment of the Christian ethos. Staff however, have not had opportunities to develop skills for future leadership in a church school. The local church is fully involved in the life of the school. The incumbent and the foundation governors pastorally support the pupils and staff and ensure the ongoing development of the Christian distinctiveness. The leadership works hard to maintain and develop effective relationships with parents. This has strengthened the links between home and school and is in keeping with the school's caring Christian ethos. Parents praise the school for its 'open door' policy. They are kept well informed about their children's progress and are supported through the provision of workshops. Parents' views are frequently sought and the termly parent forum allows for parents to take part in discussion on a range of topics that impact on their children's education. The school's parent association supports the school through fundraising and many of these events are open to the community. There have been a number of changes of RE leader since the previous denominational inspection which has slowed down its development. However, the present leadership of RE by the acting-deputy is very effective. Staff are well-supported and regular monitoring is leading to increased pupil progress and enjoyment. The headteacher effectively leads worship and the action points from the previous denominational inspection have been addressed well, with, for example, pupils now taking a much greater role in worship. Arrangements for RE and worship meet statutory requirements.

SIAMS report January 2018 St P eter's CEVC Primary School, Coggeshall, Essex, CO6 1YU