

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cavendish Church of England VC Primary School	
Address	The Green, Cavendish, Sudbury, CO10 8BA
School vision	
Challenge, Creativity, Compassion : Create a pure heart in me-Psalm 51:10	
School strengths	
<ul style="list-style-type: none"> • The school's distinctive Christian vision inspires the whole community driving action and policy. It is seen as both an aspirational goal in character development and the core purpose of all strategic direction. • Inspired by the vision, the school enables pupils to creatively rise to challenges through the effective use of pupil voice. Multiple opportunities have been created to harness opinion and teach responsibility, as a result, pupils flourish. They are confident, articulate and equipped to collaborate, mediate and represent their community. • Collective worship is inclusive, it is collaboratively planned and effectively delivered by adults and children. Pupils readily contribute their thoughts, reflecting how the message and value explored impact their day to day lives. • The curriculum for religious education (RE) is effective, pupils have a clear grasp of Christianity and major world faiths. They are knowledgeable, reflective and analytical making links and comparisons with confidence and maturity. • Driven by the Christian vision of compassion, there is a strong ethos of inclusion underpinning both action and policy. Here, all are accepted, helped and flourish in a culture which celebrates and enables. 	
Areas for development	
<ul style="list-style-type: none"> • Broaden the scope of the curriculum for RE to incorporate a philosophical element. This will enable pupils to ask big questions about the mystery and meaning of life. • Make use of pupils' responses to issues of injustice, prejudice or environmental concern, enabling them to be ambassadors for change. This is so that they have opportunities to make a difference in the wider world. • Develop a consistent approach to the language used, and planned opportunities for, spirituality across the curriculum. This is to enable staff to plan for progress and development in a meaningful way. 	
Inspection findings	
<p>Leaders have been highly effective in the way that they have promoted and established the school's Christian vision. In times of adversity, the vision motivates them, it is seen as the foundational bedrock for action. Believing in the vision driven core purpose of the school, they remain steadfast in the 'shifting sands' of difficulty. Following the recent period of challenge, leaders are determinedly resolving issues and creatively harnessing staff expertise, developing them professionally. They have</p>	

made budgetary decisions to proactively invest in a 'year of growth', allocating time, training and support for staff. Recently, leaders have put in place more robust monitoring systems. Weekly governor visits measure the effectiveness of actions and policies and the impact of vision. Evidence indicates that the monitoring of Church school effectiveness is picking up in pace. Pupils own the vision and are truly inspired by it. In times of challenge, they are spurred on by the vision, endeavouring to become more creative or more compassionate. There is a commonly held understanding that all will rise to personal challenge in their learning and development. Leaders resolutely believe that personal flourishing is an ongoing process where God shapes the heart of the individual. Members of this school community truly live out the vision and this leads to the flourishing of all.

Leaders have ensured that the Christian vision shapes the curriculum and the extracurricular offer. They expect everyone to rise to challenges and give them tools to succeed. With great consistency, parents comment about how pupils grow in confidence and develop personally at school. There are many opportunities for pupils to take responsibility and lead through work on the various school councils. Pupils rise to challenges, take initiative and are confident. They take genuine pride in the work they do. The creative offer of the school as a Royal Shakespeare Company associate school and Arts Award centre promotes holistic flourishing. Pupils are justifiably pleased with their recent Artsmark Gold award and creative contributions to arts projects. There is, however, little evidence that there is a secure understanding of what spiritual development means in the context of a sequential curriculum. Consequently, the way the curriculum is built to enable spiritual flourishing for all is underdeveloped.

Leaders are dedicated to inclusion, compassion is at the heart of their actions. This is a nurturing, supportive and welcoming environment. Staff are sensitive to the needs of each individual. Staff are working intensively to ensure correct processes are in place for those who are vulnerable and disadvantaged. Support staff are now being trained to deliver specific targeted interventions which meet pupils' needs. Sustainable procedures have been introduced to ensure that all, including the most vulnerable, flourish.

Collective worship is invitational, inclusive and inspiring. Pupils are actively involved in the planning and delivery of collective worship. The faith council works with leaders to ensure that worship times reflect the half-termly value. They use appropriate biblical content, apply it to daily life and lead confidently. Pupils are all welcomed, they contribute their reflections readily. Pupils use the Lord's Prayer and the school prayer naturally as part of worship times. They particularly enjoy worshipping through song and are inspired. In line with the church calendar, a number of services are held at the church. For some pupils, leading the service is a tangible way to rise to challenge and overcome nervousness or reticence. Parents view this growth in confidence as a meaningful reflection of the impact of the school's vision. Partnerships with local clergy, who regularly give a considerable amount of time both pastorally and supportively, are very strong. The incumbent supports pupils, families and staff who are experiencing difficult times. Strong links with the diocese have also brought advice, training, direction and timely support. The Baptist church's Open the Book team visit regularly and their lively services draw on the pupils' creativity. There are opportunities for spiritual development, including the writing of prayers for the newsletter and the provision of quiet spaces. Forest schools work enables pupils to rise to challenges and connect with the natural world. The school has recently introduced a daily two minutes slot of mindfulness after lunch. This gives pupils and adults space for calm, peace and a reconnection to self. Whilst there are chances to ponder and wonder, adults describe this in different ways. This means that the provision of opportunities to further pupils' spiritual development is not planned with consistency.

Driven by the Christian vision, leaders model compassion, genuinely promoting inclusion and mutual understanding. Pupils are noticeably caring and respectful of one another. They understand individual need and are accepting of difference. Staff speak warmly of the considerate support that

they receive from each other. Governors value individual members of staff, devoting time to their wellbeing and development. Staff are determined to rise to challenges and to demonstrate understanding and support for families. Parents speak warmly of the nurturing and care that pupils receive. Families are supported through difficult times. Pupils behave well, they are engaged and interested in their learning. The school is a caring, mutually respectful community, a place where adults and pupils are treated well. Leaders, inspired by the Christian vision, challenge individuals to be compassionate in their actions. The partnership with a local care home is very much appreciated by the elderly residents. Pupils frequently lead worship there and this is described as the highlight of the residents' week. It is clear that compassion is a key driver for action. Toilet twinning and work supporting animal charities are some examples of care in action. The work of the eco council supports environmental causes. Pupils are motivated to give to charity. However, there is little evidence of them being empowered to speak out about injustice, unfairness and the rights of individuals.

Leaders ensure that RE has a high priority in the school. The religious and social science curriculum coverage is broad. It enables pupils to focus on Christianity, world religions and humanism. The philosophical element of the curriculum is less evident, pupils are not routinely given the opportunity to formally ask 'big questions' of life. Older pupils can give age-appropriate accounts of Christianity and are thoughtful in their discussions. They are analytical, evaluative and reflective. Educational visits to places of worship enrich learning. Multicultural days, such as the recent Diwali day, enable children to appreciate and understand a variety of religious celebrations. Staff training is a current priority. Leaders promote RE, giving it a high profile. As a result, pupils are well equipped to appreciate and thrive in our richly diverse world.

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

Information			
Inspection date	16 November 2023	URN	124693
VC/VA/Academy	Voluntary controlled	Pupils on roll	73
Diocese	St Edmundsbury & Ipswich		
MAT/Federation			
Headteacher	Cheryl Wass		
Chair	Julie O'Neill		
Inspector	Jane Trampnow	No.	954