

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

<b>Chelmondiston Church of England Primary School</b>			
<b>Address</b>	Woodlands, Chelmondiston, Ipswich, Suffolk, IP9 1DT		
<b>Date of inspection</b>	19 March 2019	<b>Status of school</b>	Academy inspected as VC Primary St Edmundsbury and Ipswich Diocesan Multi Academy Trust
<b>Diocese</b>	St Edmundsbury and Ipswich	<b>URN</b>	144625

<b>Overall Judgement</b>	<b>Grade</b>	<b>Good</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>Additional Judgement</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

### School context

Chelmondiston is a primary school with 125 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 in line with national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is in line with national averages. The school joined the St Edmundsbury and Ipswich Multi Academy Trust on 1 July 2017. The interim executive headteacher has been in post since January 2019 and has overall responsibility for two schools.

### The school's Christian vision

Chelmondiston Church of England Primary School working and learning collaboratively to secure pupils' futures and dreams.  
Aiming high in all that we do.

### Key findings

- Pupils are nurtured as unique individuals, giving them skills and confidence to secure their futures and dreams.
- The school's vision statement, not in itself distinctively Christian, is underpinned by biblical narrative and core values. These have a recognisable impact on behaviour and attitudes.
- Strong connections with local churches have enabled the school to celebrate and build on its Christian foundation to the benefit of all members of the school community.
- Religious education (RE) and collective worship make a valuable contribution to pupils' understanding of the biblical roots underpinning the school's vision and values and their relevance in the everyday life of the school.
- The school does not yet fully involve all stakeholders in strategically monitoring and evaluating its effectiveness as a Church school.

### **Areas for development**

- Develop a strategic programme of monitoring and evaluating by all stakeholders to systematically evaluate the impact of the Christian vision.
- Develop pupils' awareness and understanding of global injustice and inequality so that they can begin to develop a concern for justice for all.
- Enhance pupils' spiritual development through further planned opportunities for pupils to explore 'big questions', reflect on their own beliefs and express ideas in a variety of ways.

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**

Adults and pupils adopted the parable of the Good Samaritan as the narrative underpinning the school's vision in response to a humanitarian situation involving the school. Leaders have collected stakeholders' views and are in the process of rewriting the vision to ensure that it more explicitly reflects the Christian teaching in the parable. Pupils give examples of how they help each other, working collaboratively so that all can be the best they can be. Parents say that their children tell them what it means to be a good Samaritan and give examples of how they show this in their behaviour and attitudes. Termly Christian values, for example perseverance, underpin the vision and support pupils in their learning. They say that they are encouraged to aim high, 'have a go' and learn from their mistakes.

Leader's decisions for the future of the school have been underpinned by the school's revised vision. The school is working and learning collaboratively within a family of Church schools, whilst still retaining its unique identity as a school serving its community. School to school support and advice and guidance from the multi academy trust (MAT) enables the school to aim high in all that it does. Middle and senior leaders develop their knowledge of Church school leadership, equipping them for current and future roles. Joint innovative initiatives, such as developing a pupil passport of extra-curricular experiences, are an example of how the school works in partnership to secure pupils' futures and dreams. Close working with the diocese ensures that the school is aware of developments in Church school education and is equipped to respond to them. As a result, pupils generally make good progress during their time at the school. Targeted interventions enable vulnerable pupils to overcome barriers to learning and make similar progress to their peers. Leaders have a clear understanding of strengths and areas for development within the school and detailed plans are in place to bring about further improvements. Governors are frequent visitors to the school and have attended training to support them in their role as Church school leaders. They receive reports and discuss issues related to the school's Christian distinctiveness in the pupil committee. They have not yet fully established a programme for strategically monitoring and evaluating the effectiveness of the school as a church school.

The school is an inclusive school where all are treated with dignity and respect. There is a recognisable ethos of caring for individuals. All stakeholders work in collaboration, so that behaviour is generally good. The school sought and received practical help to enable it to meet the needs of pupils who have significant disabilities. School policies and procedures, underpinned by the revised vision, ensure that pupils are well supported if difficulties arise. Working collaboratively to secure pupils' futures and dreams, the school has a strong focus on mental health and wellbeing for all. Leaders are proactive in raising staff awareness of potential mental health issues. Staff are trained to support pupils with identified needs. Nurture groups raise pupils' self-esteem, supporting them in gaining confidence to aim high. Pupils talk about sharing their worries in the worry box knowing that someone will help them 'sort

things out'. Year 6 pupils attend a 'moving on café' hosted by the local church communities to support their transition to high school out of the village. Exploring different points of view and confidently sharing their ideas in PHSE contributes to their spiritual development. Staff and headteacher wellbeing support is accessed through the MAT.

The rural context of the school has shaped leaders' approach to the curriculum and the planning of extra-curricular experiences. Visits from a wide range of faith leaders, and visits to their places of worship, have deepened pupils' understanding of different faiths and beliefs. They show respect for pupils of different faiths and give examples of how their thinking has been challenged by these experiences. Literacy texts are specifically chosen to raise pupils' awareness and understanding of issues outside their immediate environment. Established links with a French school and a nearby school with more extensive facilities are widening pupils' horizons. Pupils take responsibilities that enable them to develop the confidence they need to fulfil their hopes and dreams. They represent their class on the school council. Older pupils work collaboratively to prepare and host a regular coffee morning in school for local residents. They lead road safety and eco initiatives. Forest Schools enables younger pupils to gain an appreciation of God's creation. The range of clubs enables individuals to develop their own interests and aim high in what they do. Pupils raise money for local and national charities, but do not yet fully engage with the context of their giving.

Worship both in school and church is invitational and inclusive, inspiring pupils to action. This is because leaders work collaboratively with local churches and pupils are actively engaged in whole school and class-based acts of worship. Pupils write their own prayers and talk about praying to God for those in need as well as for themselves when they need help or reassurance. Older children value reflection spaces as a place where they can be still and be by themselves to think. Staff, local church leaders and members of the church community lead collective worship, providing a range of experiences which enrich pupils' understanding of worship. Pupils talk about how Bible stories inform their behaviour and attitudes. They say, for example, that the parable of the good Samaritan has inspired them to be helpful and put differences aside. A good Samaritan of the week is chosen from nominations from both adults and pupils. This reinforces the importance of the parable in supporting the school's vision of working and learning collaboratively. Liturgical colours on the worship table, together with a cross and candles, develop pupils' understanding of Anglican traditions. They say that the three candles remind them of the Trinity and Jesus as the light of the world. Major Christian festivals are celebrated in local churches. Pupils have a developing understanding of these festivals and their significance to Christians.

Pupils are challenged to discuss and explore spiritual and ethical issues and answer 'big questions' such as 'What does equality mean?' and 'Do all humans have the right to be happy?' to deepen their understanding in RE. They have more limited opportunities to do this in the wider curriculum. Staff have received training to develop their understanding of the local RE scheme. End of unit assessments effectively support future planning.

Interim Executive headteacher	Katie Butler
Inspector's name and number	Jean Johnson 608