

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Crawford's Church of England Primary School	
Address	Green Road, Haughley, IP14 3QZ
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Requires Improvement

School's vision
<p>Following Jesus, together we care, inspire and achieve.</p> <p>Our mission is to create a learning eco-system where everyone feels valued, inspired and able to achieve.</p> <p>'I am the light of the world. Whoever follows me will not walk in darkness, but will have the light of life.' John 8:12</p>
Key findings
<ul style="list-style-type: none"> • The school's Christian vision promotes positive relationships that are based upon dignity and respect. It is a nurturing school community where behaviour is very good and supported by the school's well-embedded Christian values. • Leaders are at an early stage in monitoring how the Christian vision, associated values and their biblical roots have a positive impact on the school community, • The rich curriculum provides many opportunities for spiritual development. Such provision is not yet explicitly planned across all subjects. • Collective worship enables pupils to have a better understanding of how to live by their Christian values. However, once each week, it more closely resembles religious education (RE) and is not Christian in character on these occasions. • Pupils flourish through the provision of religious education because it is well led, so staff are supported to develop their teaching effectively. Pupils enjoy their learning and recognise the importance of the subject.
Areas for development
<ul style="list-style-type: none"> • Ensure that all daily acts of worship are Christian in character, in accordance with its foundation as a Church School. • Establish a robust system to monitor the effectiveness of the school's over-arching Christian vision. This is so the whole school community can be involved in further developing as a Church school. • Develop a shared understanding of spirituality among staff, to enable clearly planned opportunities for spiritual growth across all areas of the curriculum.



Inspection findings

The school's Christian vision and associated values underpin their good relationships and enriched learning experiences, ensuring all will flourish at Crawford's. The school calls their values the cogs, and describe them as 'the vehicle driving the vision'. These are: aspirational, kind communicator, reflective, inquisitive, courageous, resilience. Pupils refer to them during their learning and play. They are further embedded through Christian teachings during collective worship. Parents feel that their cogs provide suitable guidance for everyone, regardless of their faith. The school cares for its community by knowing each individual and every family. It inspires pupils through its enriched curriculum and ensures that they receive appropriate support to enable them to achieve. Pupils understand that their Christian values are what Jesus taught his disciples. Over recent months, the trust and diocese have offered training, so that leaders are supported to develop the effectiveness of their school as a Church school. This has been taken up by leaders new to their role. This academic year has been a transitional period for the governors that has impacted upon their usual monitoring programme. Leaders generally understand how the vision, biblical text and values are directly connected so evaluation of the school as a Church school is developing. Their decisions are frequently driven by their Christian vision but policies do not make this explicit. The RE leader, who is relatively new to her role, has received and, subsequently, delivered effective training to support all staff in their teaching of RE.

Staff know their pupils well and recognise that nurture has an essential part to play in school. It prepares some pupils for learning within the classroom and supports others when they feel overwhelmed. Outside play and learning at breaktimes ensures that pupils are engaged in a diverse range of activities that support them in their development. Learning outside often supports pupils with special educational needs and disability (SEND), who need to rehearse their ideas practically before they put them down on paper. This wise and sensitive approach to the curriculum provides for the needs of all learners and especially the high proportion of vulnerable pupils. Staff have developed a rich curriculum. However, because there is no shared understanding of spirituality among staff, there is no explicit planning for spiritual growth within curriculum plans. Consequently, opportunities are sometimes missed.

Cultural diversity, injustice and inequality are woven through learning. For example, pupils speak confidently about issues experienced by key figures such as Rosa Parks and Walter Tull. Currently, their social action has been focused within the local area. Leaders empower pupils to contribute to improving their environment and care for other people. For example, the eco club has recently ensured that compost bins are provided outside. The school council prompted school leaders to provide wrap around care free of charge to disadvantaged families. Crawford's 'Young Ambassadors' have developed a link with the local care home. Pupils recognise that their actions are driven by their Christian vision and associated values and, through them, they flourish. Pupils' behaviour is very good, guided by their values and care for one another, they play and work well together. Leaders are mindful of the particular needs of their pupils and strive to always support their wellbeing, such as providing weekly Forest School for all classes.

Collective worship is a valued part of the day when the whole school gets together and reflects upon the values that support their vision. However, the school has an act of Christian worship for only four days of the school week and so, does not meet statutory requirements. On the other day, it is predominantly RE with a focus on comparing world religions. Pupils have an integral part to play during each collective worship. They welcome everyone, explain the significance of the religious symbols in front of them and lead a prayer, before an adult continues. Pupils demonstrate an understanding of the Christian belief in God as the Father,



the Son and the Holy Spirit. They are pleased to have this responsibility. Worship tables, in every classroom, covered in the liturgical coloured cloth and with the same Christian symbols, reinforces the collective worship message. Pupils flourish when they are able to give real examples of living the school’s Christian values during Friday’s worship. Their favourite time in worship is when they are involved in drama to support ‘Open the Book’. This is led by members of the church community. Pupils do not currently have an independent role of leading worship beyond these occasions. Worship is invitational. A period of silent reflection precedes prayers, giving pupils the opportunity to think about how the message from worship impacts upon them. There is no compulsion for pupils to pray. However, pupils frequently choose to write prayers, which are on their prayer tree or in their classrooms. Although the church does not have an appointed vicar at this time, the school continues to visit the village church for weekly worship and their end of term service. This contributes to the spiritual experience of worship. In addition, a local pastor leads worship in school and contributes significantly to inspirational worship. These vital partnerships with different church communities, ensure their vision is widely supported beyond their school.

The teaching of RE is confidently led by the RE leader, who provides appropriate in school training and monitors teaching and learning. The sequenced curriculum builds upon prior learning and uses an enquiry approach to learning. A consistent approach across the school, ensures that key vocabulary, questions and images are displayed clearly and support learners of all abilities to flourish in the subject. School is a safe place where pupils speak respectfully about a range of religions and worldviews and explore their own beliefs. They understand the importance of the subject and find it interesting to learn about what people believe. Most classes record their learning in a class floor book and are developing a consistent approach to using them for assessment. Staff assess pupils at the beginning and end of a unit of work to determine what and how well pupils learn in RE.

Crawford’s Church of England Primary School is a nurturing school. It is an inclusive community, which cares for every pupil and adult, inspiring them all to do their best.

Information			
School	Crawford's Church of England Primary School	Inspection date	7 March 2023
URN	146175	VC/VA/ Academy	Academy
Diocese/District	St Edmundsbury & Ipswich	Pupils on roll	76
MAT/Federation	Tilian Partnership		
Headteacher / Head of School	Rob Francksen / Jo Ling		
Chair of Governors	Heidi Harris & Jo Allum		
Inspector	Christina Galletly	No.	975