

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Christ Church Church of England VA Primary School			
Address	Baker Street, Weston-Super-Mare, North Somerset. BS23 3AF		
Date of inspection	21 May 2019	Status of school	Academy belonging to the Kaleidoscope Multi Academy Trust inspected as voluntary aided
Diocese	Bath and Wells	URN	123832

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

Christ Church Church of England VA Primary School has 201 pupils on roll. The majority of pupils are of White British heritage. Many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above the national average. The proportion of pupils who have special educational needs and/or disabilities is above the national average. Since the last inspection the school has joined the seven school, Kaleidoscope Multi Academy Trust. The substantive headteacher works part-time between this school and the Trust. The deputy headteacher is acting headteacher for two days each week.

The school's Christian vision

'Let your light shine' Matthew 5:16

We work in partnership with home and church to serve and nurture all children and adults in our care. Our Christian ethos and values are at the heart of everything that we do, enabling our community to reach their full potential and flourish for life in all its fullness.

Key findings

- The Christian vision, underpinned by Matthew 5:16, informs the daily life and workings of the school.
- This is an inclusive school welcoming all and personalising its response to the needs of individual pupils in order that each should flourish.
- The school has strong partnerships with its parish church and the Kaleidoscope Multi Academy Trust which are mutually beneficial.
- Collective worship is inspirational but does not provide opportunities and structure for pupils to appreciate a variety of Anglican traditions and liturgy.
- Religious education (RE) is well led and is encouraging pupils to develop enquiring minds.

Areas for development

- Enhance opportunities in school for prayer and reflection to increase pupils' spiritual development.
- Review worship in school to enable pupils to become familiar with appropriate Anglican liturgy and tradition.
- Encourage pupil participation in planning social action initiatives to support the development of courageous advocacy.

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

The school has developed and implemented an inclusive and distinctive Christian vision underpinned by the biblical text 'Let your light shine' Matthew 5:16. This, with the school's core values, is at the heart of school life. It is known and shared by all members of the school community and leaders ensure that it is reflected in all policies and documents. The school is well-led and has governors who know and evaluate the success of the school as a church school. Governors are passionate about their school and rigorously challenge and support school leadership. In line with its vision, the school is inclusive, welcoming children of all abilities and faiths. Mobility is high but pupils demonstrate care and respect by looking after new pupils. A Muslim pupil said that other pupils were supportive when he needed to fast in accordance with his beliefs. Leaders have made the courageous decision to employ extra staff to support the needs of some pupils. Personalised learning plans and interventions are also developed to enable pupils to flourish. Data shows that there is no learning gap between disadvantaged and non-disadvantaged pupils. Demonstrating the success of their vision in action, the school has achieved the Quality Mark for Excellence in achievement for all. Leaders have fully addressed the recommendations from the previous SIAMS inspection and all statutory requirements are met.

In line with their Christian ethos, leaders have devised a creative curriculum based on termly topics, designed to engage pupils and inspire learning. Pupils contribute to planning the content of some units. As a result, pupils enjoy their learning and are increasingly becoming independent learners and developing their spirituality. Parents say that their children are instigating conversation at home around current affairs whilst recognising both sides of the argument, for example, the current war on plastic. They are also inviting parents to join them in saying grace before meals at home. Supporting a broad development of pupils, a wide range of extra-curricular opportunities is offered. This is supported by the local parish church with whom the school have a very strong and mutually beneficial relationship. A highly popular 'Jesus and me' (JAM) after school club is run by the church and school each week, in the church.

The parish church supports the school in a range of ways. The vicar regularly leads collective worship and the school celebrates major Christian festivals in the church, with a pupil choir singing at Mothering Sunday and Harvest services. Pupils enjoy these opportunities to worship in church, often taking a lead or designing services themselves. The church also organises special services for pupils and their families such as Lightfest (an alternative to Halloween) and Christingle. These are all well-attended. Through joining the Kaleidoscope MAT, leaders have secured another strong and mutually beneficial partnership. The leadership of the school have appreciated the support of the Trust's enabling of its church schools to network and support each other academically and in their Christian distinctiveness. In order to fully support their church schools, the Trust Board has appointed a church school champion and Christian distinctiveness is a standing agenda item at their meetings. The shared headship arrangement of the school between the substantive headteacher and the deputy headteacher, is a model of good practice in effective succession planning into next academic year.

Through well-planned and thought-provoking RE and collective worship, pupils are given opportunities to develop spiritually. They are increasingly aware of God's world around them and have aspirations to make a difference, for example by reducing their use of plastic. Pupils have made eco bricks which will reduce plastic waste and soon be used in the construction of a local park wall. In line with their Christian ethos, pupils studying the parable of the talents, were given £1 each to raise money for the Children in Need charity and this has inspired pupils to want to do more. Bible stories and the teachings of Jesus influence pupil behaviour. Pupils say they help their friends as Jesus helped people. Some are playground buddies and others help the lunchtime staff. The broad coverage of world religions enables pupils to respect difference. One said, 'We are all from different places, but we are all the same because we go to this school.' In line with the vision, pupils in the school support the education of a child in Haiti.

Prayer and reflection are important to the school. At any time, pupils can write a prayer and put it in their classroom prayer bag. These prayers are then used at different times of day. A pupil wrote, 'If we have any worries we can talk to God and he will help us.' Pupils write prayers to be read in collective worship and at special services. In response to the school vision, one pupil wrote, 'Dear God, thank you for giving us confidence when we need it

and catching us when we fall.’ Despite limited outdoor space, the school has developed a reflection area in the playground. However, the reflection areas in classrooms are less well used.

Pupils and staff say that the school is like a caring family. In order to fulfil their vision, leaders recognise the importance of good mental health and wellbeing for everyone in the school. Staff receive appropriate training and mentors are employed creatively, such as a sports coach to work alongside pupils with specific needs. The school also works closely with the local authority in some specialist areas. Appropriate support is also brought in to support the personal needs of all staff.

RE is well-led and carefully planned. The quality of teaching is monitored and a programme of staff training is in place. This continuous professional development is led by the subject leader and supported by the diocese. RE lessons increasingly provide safe places where pupils can explore deeper thinking and the curriculum provides opportunities for pupils to consider ideas such as creation alongside science. A Year 6 boy wrote, ‘It makes me curious about dinosaurs.’ Big questions such as ‘Who is God?’ are regularly addressed in all year groups. One pupil answered, ‘God is everything and everlasting.’

This is a happy and safe school. Relationships at all levels are good. Behaviour is generally good and, in line with school policy, praise is awarded liberally for both academic and pastoral achievement. Pupils know that they can be forgiven and every new day is a fresh start. A pupil said, ‘We can always talk to staff. They encourage us.’ A Year 5 pupil said, ‘I can be myself because teachers and friends know who I am.’



The effectiveness of RE is Good

RE is important to the school and the quality of RE teaching is good. A rigorous system of assessment has been developed and attainment data shows that pupils make progress and achieve in line with expectations.

Headteacher

Clive Wilson

Inspector's name and number

Alison Appleyard 877