

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

### Croughton All Saints Church of England School

<b>Address</b>	High Street, Croughton, Northamptonshire. NN13 5LT		
<b>Date of inspection</b>	29 March 2019	<b>Status of school</b>	Voluntary controlled primary
<b>Diocese</b>	<b>Peterborough</b>	<b>URN</b>	121967

<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

Croughton All Saints is a primary school with 113 pupils on roll. Due to contextual circumstances beyond the school, there is a high proportion of pupil mobility. The majority of pupils are of White British heritage. The school includes some pupils from the United States due to stationing at RAF Croughton. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages.

#### The school's Christian vision

Believe, achieve, succeed together

“ I have come that you might have life; life in all its fullness” (John 10:10)

#### Key findings

- The Christian leadership of the headteacher, supported by a highly motivated staff team, secures a deeply hospitable school where everyone is welcomed and valued as a child of God.
- The school's Christian values are deeply embedded resulting in an environment of love that is inclusive and promotes a belief that all can achieve and succeed together.
- The school's deeply hospitable nature results in a school focused on the wellbeing of all its members and uses partnerships and strategies to good effect to achieve this.
- Whilst the vision guides the work of the school, its biblical underpinning is still work in progress and not shaping strategic decisions as sharply as it might.
- Religious education (RE) and collective worship make a positive contribution to enabling pupils to explore beliefs in an open, safe environment and to prosper respect and understanding of beliefs.

#### Areas for development

- Commission the diocese to provide regular ongoing training for all governors and staff middle leaders to deepen an understanding of leadership in church schools. This is so that all leaders continue to grow the school as a church school with a clarity of shared purpose.
- Build upon the spirituality policy to devise a structure that charts spiritual progression in the school and communicate this in a variety of creative ways to pupils, staff, parents and governors.
- Deepen pupils' understanding of Christian belief and practice still further by regularly exploring the Eucharist, baptism and the worldwide Anglican Church in a variety of creative 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**

The inspiring Christian leadership of the headteacher steers the school's Christian vision resulting in a school that is deeply hospitable. This Christian hospitality is reinforced by well-embedded Christian values that produce an ethos of inclusivity, openness, welcome and loving community. In a school of high mobility, pupils and adults alike are adept at welcoming. They enable the welcomed to feel immediately part of a Christian community where they are accepted for who they are. The 'Who Am I?' project for each new child and their family is evidence of the school's interest in welcoming and enabling each child to flourish. A clear understanding of the distinctive needs of forces families by the school also facilitates effective welcome. The school carefully nurtures quality relationships with All Saints' Church, parents, the local community and the diocese. These links secure the school's understanding of itself as a Christian community making a difference to all it serves.

The school's Christian vision shapes the governors' decisions. Governors fully appreciate that deep hospitality as a Christian community will result in the flourishing of pupils and adults alike. The chair has assembled a team of governors with complementary skills that serve this school well. They make effective strategic decisions in line with the vision. However, their understanding of the theological basis of the vision to steer a church school is emergent. Governors monitor the school and evaluate its outcomes to raise standards. However, due to commitments beyond the school, a significant number of governors are not able to nuance decisions from direct experience of the school, which sometimes limits impact.

Inspired by the vision, relationships at the school are based upon respect and the inclusion of all. This clearly impacts the pupils' good behaviour and the close-knit sense of team for the staff. The school's Christian values are shaping pupils who express a definite sense of right and wrong. Pupils have opportunities to lead to test out their moral compass, for example, through the school council and worship committee. Where things do go wrong in relationships, pupils are well supported in making moral decisions and considering forgiveness and reconciliation where appropriate. An example of this is the school's use of the highly effective approach to behaviour management called MENDIT. The school's anti-bullying and safeguarding practices are robust, and reflect the Church of England's report outlining best practice, 'Valuing All God's Children.'

The school's commitment to its members succeeding makes it acutely aware of the emotional, mental and physical wellbeing of pupils and staff. Recent training in supporting mental and emotional health is illustrative of this. Staff, pupils and parents are clear that when need arises, people and structures are there for support, extending the school's hospitable Christian approach still further. Arising from its Christian vision, the school's approach extends over and above expected care, for example, in utilising specialist assessments of pupils' physical wellbeing. Growth mindset approaches are developing pupils' positive approaches to and resilience in learning and relationships. Consequently, most pupils accept the challenge of new things and are persevering towards realising their aspirations and life in all its fullness. Staff professional development raises their skills and aspirations. However, an understanding by middle leaders of how church school needs should shape their leadership is underdeveloped.

The school's vision is shown well in the understanding that succeeding together rests upon supporting those in need. Consequently, pupils engage in charitable concerns including supporting the Malawi toilet-twinning project. Commendably, older pupils extend the hospitality of listening and presence in regular visits to St Anne's dementia care home, which results in mutual benefits. The green shoots of pupil engagement in social justice are evident, for example, in the Key Stage One topic on oceans and recycling plastic. The school's grounds, its eco-schools and forest schools work, as well as an understanding of God as creator, prompts pupils to be pro-active in environmental matters. They learn to care and to take responsibility.

From their starting points, pupils' academic progress is good and often better, especially for those pupils with additional learning needs. The creative curriculum is often shaped around big questions allowing pupils to explore themselves and their world. The school develops pupils well socially, morally, culturally and spiritually through wide curricular and extra-curricular provision. An example of this is utilising the Christian Aid 'Global Neighbours' scheme to broaden multicultural awareness. The school successfully promotes the spiritual growth of pupils and staff through a range of approaches and experiences. Staff intentionally place spiritual growth at the heart of learning experiences resulting in pupils whose confidence and talents are ever-growing. Despite positive outcomes, the school's work in spirituality is not sufficiently refined so that all involved with the school

understand the progression of spiritual development.

Collective worship draws the school together. It is a joyful experience that reinforces the vision statement of believing, achieving and succeeding together. This is because collective worship exemplifies Christian hospitality that is invitational and inclusive. It invites pupils as part of their spiritual growth to encounter God in silence, reflection and prayer. Anglican forms are modelled, including an awareness of the festivals and church seasons. This is developing a sense of Anglican spirituality. However, collective worship does not develop pupils' awareness of the worldwide Anglican Church sufficiently. Pupils are actively engaged in leading aspects of collective worship making it relevant to them. Collective worship is carefully planned and reviewed resulting in provision that makes effective links between biblical thought and everyday life. Consequently, pupils have a wide biblical knowledge, including accounts of Jesus. Pupils have a good awareness of Christianity but have not yet begun to develop a deep understanding of baptism and Eucharist in terms of the school's vision of inclusion and mutual flourishing.

RE makes an important contribution to the school's deeply hospitable nature and the school's Christian vision for the flourishing of all. High quality RE is helping pupils to see that various faiths and world views contribute to hospitable communities. The school is proactive in honouring diversity of religion, ethnicity and gender which means pupils see the humanity of everyone. Effective planning results in lessons where pupils explore spiritual, religious and philosophical thought. In a safe space, pupils are taught to navigate respectful disagreement. RE develops pupils' spirituality effectively, for example, in actively exploring the heart of Christianity in the recent outdoor Easter experience and shadow dancing the Hindu Rama and Sita narrative. As RE provision reflects the Church of England's statement of entitlement, pupils' religious literacy and RE skills are developing well.

Headteacher	Helen Goulder
Inspector's name and number	The Revd Dr Jason Phillips (598)