

Statutory Inspection of Anglican and Methodist Schools

SIAMS Inspection Briefing (SIB)

School:	Coatham Church of England VC Primary School
Date of inspection:	17 June 2016
Inspector:	Alan Thornsby NSIN 137

Introduction

The *SIAMS Inspection Briefing (SIB)* is a summary of the inspector's pre-inspection evaluation, drawing on the evidence available at that time, and provided for discussion with the school. It identifies the main focus for the inspection and the particular issues that will be explored during the inspection before coming to conclusions about the four key questions in the SIAMS framework for inspection. It will form the basis for discussion with the school's senior leaders during the inspection.

School Context

Coatham VC School is an average sized primary school. Most pupils are White British. The number of pupils eligible for pupil premium funding and those with special educational needs and/or disabilities are above the national average. The current headteacher was appointed in 2014 and was previously the deputy headteacher.

Evidence used as basis for briefing

SIAMS 2011
SIAMS Toolkit
School Development Plan
Inspection Dashboard
Data dashboard
Policy documents
School Website

How well does the school, through its distinctive Christian character, meet the needs of all learners?

Summary analysis

The evidence indicates that the school has a distinctive Christian character that is recognised by most of the school community. impact on SMSC. The Christian ethos is based on the three Christian values of friendship respect and fairness. The school community agreed these as being most representative of the school. The values underpin the school motto and aims. As a result, each child is valued as an individual.

As a result of Christian values, behaviour and relationship are good. The behaviour policy reflects Christian values. Children develop as confident and caring pupils, showing respect, trust and responsibility. For example, older children are 'care bears' for younger pupils. Pupils chose new books for school.

The high expectations of staff enable all pupils to succeed. As a result expected progress and attainment are at least in line with national expectations. Attendance is consistently above national figures

The Christian character of the school impacts on SMSC, enhanced by cross-curricular links to RE and worship. A range of out of school activities and visits furthers this.

RE has a high profile in the school and is led by a knowledgeable subject leader.

Teaching and visits by members of other faiths enhance pupils understanding of the diversity of local and globe; faiths.

The school supports a number of charities and reflect Christian values in action eg Pupils make a positive contribution to the local community. Pupils are supported by Operation Encompass. The school has links with a school in Guatemala

Hypothesis

The evidence appears to support the self-evaluation by the school, and is likely to be accurate

Issues to explore during the inspection

- How the specific Christian values are made explicit in the life of the school.
- How the Christian ethos and values of the school impact on attendance, teaching, learning and raising pupil achievement
- How pupils explain the values of the school in terms of the teachings of Jesus
- Pupils understanding of Christianity and other faiths as multicultural world faiths.

What is the impact of collective worship on the school community?

Summary analysis

The evidence indicates that worship is a key part of the distinctive Christian character of the school. Daily acts of worship enhance the understanding of Christianity and spiritual awareness. The development of the role of CW/RE leader and vicar has raised the profile of worship. The worship leader is aware of updates and training that are shared with staff. Acts of worship are well planned by the SLT and vicar to include Biblical and Christian teaching and reinforce Christian values. Worship is planned using 'Roots and Fruits' Christian values for Schools over a two yearly cycle. The policy provides guidelines and suggestions for worship leaders. The whole community is aware of the impact of worship and Christian values. Pupils experience a range of activities to reinforce and reflect on worship themes. Pupils are part of the worship team to plan and deliver worship using Flippin Praise, including worship for younger pupils using. they also visit another church school to share ideas. Pupils experience a range of worship formats and leaders The vicar leads worship each term and the church is used for festival service that are well attended by parents. Worship reflect the Anglican elements of Welcome, Learning, Reflecting, Responding. Pupils are aware of Christian symbolism and the church year. Prayer and reflection are also part of worship. Pupils have a good understanding of The Trinity following a training day led the vicar

Although there is refers to the introduction of an evaluation template for worship, there is no reference to the statutory involvement of foundation governors in monitoring and evaluation of worship.

Hypothesis

Although the evidence appears to support the self-evaluation, it would be strengthened by further evidence of the role of foundation governors in measuring the impact of worship.

Issues to explore during the inspection

- How pupils relate worship themes to their own lives
- Pupils knowledge of Anglican worship (the Trinity, the life of Jesus, the ritual of worship)
- How worship contributes to the spiritual development of the school community
- The role of foundation governors and how the school assesses the impact of worship on the school community.

How effective are the leadership and management of the school as a church school?

Summary analysis

The evidence indicates that the leaders and managers have a vision for the school that was revisited by all in 2015. This is consistency articulated and lived out by everyone in school. As a result policies reviewed since then have included the Christian vision and reference to the values of fairness, respect and friendship. The leadership is committed to raising the aspirations of every member of the school. As a result there is termly 'Vision and Values' training and resulting development. Governors work with SLT to ensure opportunities for all pupils to reach their potential. Governors understand the role of the school and challenge the SLT and question data to maintain progress. Self-evaluation appears to be accurate and the developments from the previous inspection have been addressed. The School Development Plan has action plans from the RE/CW subject leader that includes the development of Christian values. Governors attend open days to focus on the Christian ethos and development. The school has links with the local community and places of worship, including those of other faiths. The school has links with diocese including a visit by Archbishop and opportunities for training. The links with the Landmark Teaching Schools Alliance aid CPD

Again there is little evidence of the involvement of (foundation) governors in self-evaluation and the impact of the school ethos

The website states '*we are a Church of England (Voluntary Aided) Primary School*'

Hypothesis

Although the evidence appears to support the self-evaluation, it would be strengthened by further evidence of the role of foundation governors in monitoring and evaluation.

Issues to explore during the inspection

- How governors perceive the distinctive character of the school and its impact on their role
- How Christian values inform decision making, succession planning and strategic planning
- How the distinctive Christian ethos is monitored and evaluated.
- The role of foundation governors

Main focus for the inspection

How the school explores, communicates and develops its distinctive Christian ethos.