

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

### Colne Engaine (Voluntary Aided) Church of England Primary School

Green Farm Road, Colne Engaine, Colchester, CO6 2HA

<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese / Methodist District</b> [delete as appropriate]	<b>Chelmsford</b>
Previous SIAMS inspection grade	Good
Local authority	Essex
Date of inspection	23 November 2017
Date of last inspection	September 2012
Type of school and unique reference number	Voluntary Aided - 115135
Headteacher	Julie Sarti
Inspector's name and number	Caroline L'Estrange (784)

#### School context

Colne Engaine is a much smaller than average primary school. The school has strong links with the parish of St Andrew's and the local community. Nearly all the pupils come from White British backgrounds. The number of pupils for whom the school is eligible to receive extra funding, due to social disadvantage (pupil premium), is below the national average. The school received a good judgment from Ofsted in its most recent inspection with an outstanding judgement in personal development, behaviour and welfare. It plays an active role with other local schools in the Colne Valley Cluster.

#### The distinctiveness and effectiveness of Colne Engaine as a Church of England school are good

- The headteacher's passion and vision for the school as a Church of England School together with the commitment demonstrated by senior leaders and governors to the school's Christian foundation.
- The priority given to, and value placed on, worship which leads to clear pupil engagement and participation.
- High aspirations and a commitment to ensuring that all succeed enable all pupils to be actively engaged in their development both academically and as unique individuals.
- The strong and supportive relationship with the parish church of St Andrew's.

#### Areas to improve

- Ensure that all members of the school community understand the school's Christian character, linking it appropriately to its Christian values, so that they can articulate with ease how they impact on their daily lives.
- Ensure that the monitoring and evaluation of worship reviews how worship impacts on the life of the community, so as to inform the next steps in provision.
- Ensure governor involvement in regular monitoring and evaluation of the school's Christian distinctiveness and effectiveness to secure Church school improvement.

### **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

Colne Engaine is a happy, caring school. Its underlying Christian ethos and values (the ERICERs – empathy, responsibility, integrity, compassion, equality, respect) successfully drive its life and work. This has a positive impact as demonstrated by, for example, the high quality of relationships and pupils' excellent behaviour. It is also evident through the high level of expectations and has a good influence on pupils' confidence and attitudes to learning and to the progress they make. Accordingly, pupils have an excellent attitude to their learning and enjoy being part of their school community. Consequently, attendance is good. The school's Christian character clearly shapes the approach to issues of attendance and exclusion for all groups of learners. Both the most recent end of Foundation Stage and end of Key Stage 2 assessments show that standards are above both local and national data. The pupils can talk about the difference their school values make. A Key Stage 2 pupil said that, 'they go through my mind before I do something, making me reconsider and decide is that the right thing to do?' Parents support this, speaking highly of how the ERICERs are woven with the teachings of the church and they can see the impact of this in their children's empathy and compassion. The pupils clearly feel safe and well supported in school, freely saying that the staff, 'reassure us and are always there to help us figure things out ... they look out for and care about us all the time'. The development of the whole child, both personally and academically is lived out in the life of the school. Parents value how awards given within school recognise the 'whole child, not just academic ability – no two rewards are given for the same reason'. The pupils talk eagerly about the places within the school that they can go to for reflection. The pupils clearly use both the reflection garden and the reflection areas within classrooms. The Worship Team's recent initiative of 'Pause, think and thank' has been received well and is already impacting positively on pupils' and adults' opportunities for reflection and prayer. Thus it is supporting their spiritual and religious development well. Many pupils have completed the special leaves to share their awe and wonder moment. These have included a range of things from an appreciative description of the autumn leaves in the wind to how the frost brings a feeling of peace. The school supports a number of charities with the pupils being able to explain the reasons for this as, 'it is important to help across the world, for those people who do not have as much as we do'. Some pupils also showed an understanding that some charities help those who have to care for other people who may be ill. There is no hesitation by the pupils that there must be respect for people from other faiths, saying that 'they may follow different rules but they must be respected, including in what they can eat.' Leaders are very aware of the school's cultural position and ensure that the development of pupils' multicultural understanding is carefully planned to extend and enrich experiences. Focus has also been given to looking at Christians around the world, enabling the pupils to talk about how 'you could go to church in Africa but you would still feel at home'. Year 6 pupils speak with certainty that 'God created us all to be different and unique and that God has a plan for us.' The provision of opportunities for spiritual, moral, social and cultural (SMSC) development is excellent and deeply embedded in the life of the school.

### **The impact of collective worship on the school community is good**

Collective worship is highly valued by the whole school community, with all stakeholders sharing that it is an important part of the day. Pupils enjoy the opportunities provided to take responsibility within worship. This particularly supports pupils' awareness of Anglican practices, as they are responsible, for example, for using opening and closing sentences with responses during worship. Pupils are engaged during worship and extremely eager to participate. Through worship the pupils are helped to understand that even, when things are difficult, God will be with them. A Year 5 pupil shared that 'the candle is lit because Jesus is the light of the world and he is with us'. This supports their developing understanding of the importance of Jesus Christ for Christians. One pupil articulated this as, 'Jesus sacrificed his life for us to get rid of human sin'. Worship is led by a range of stakeholders, providing a range of perspectives and experiences. The pupils speak with eagerness about the opportunities given to be involved and talk about their thoughts and feelings during worship, indicating a strong sense of inclusion. The pupils speak with enthusiasm about the parish priest and how he 'tells us Christian things in a fun way'. As well as the school's values, the appropriate colour of the Church's year and a driftwood cross, given by a former governor, provide a focus for worship. This contributes to pupils' understanding of the Christian faith. Opportunities for prayer and reflection are used effectively within worship, with pupils saying that they can 'pray, take time to talk to God and to think how we can live our ERICERs'. Pupils are very clear in their understanding of the various reasons for prayer including thanksgiving, help and putting things right. Thus prayer has a positive impact on the pupils permeating the school day. Opportunities are appropriately taken to make appropriate biblical links, with the pupils being able to articulate the impact that Bible stories have on their lives. A pupil shared that, 'The story of the prodigal son made me realise that even if you have advantages in life you shouldn't take them for granted'. Parents attend worship in good numbers when invited, including services in church. The use of the parish church is valued by all, with members of the local community supporting school services. The school has developed an 'open assembly', to which both parents and members of the local community are invited. This enhances the school's role within the locality. The pupils identify and show some insights into the important Christian festivals marked by the school, for example Harvest, Christmas, Easter and Saints' days.

The worship programme currently provides some opportunities to develop pupils' understanding of the Christian belief of God as Father, Son and Holy Spirit. Since the previous denominational inspection the school has worked to improve the involvement of pupils in worship. This has clearly been addressed as the pupils are involved in numerous aspects. All pupils are encouraged to write their own prayers, which are then used in either whole school collective worship or in classrooms. The Worship Team plans and delivers an act of worship once a fortnight. This results in aspiration of other pupils wanting to do this in their turn.

### **The effectiveness of the religious education is good**

Religious education (RE) is given a high profile within the school. The pupils speak highly of their learning opportunities. Staff are eager to talk about the RE provision within the school and how for some pupils attainment is above literacy or numeracy. This is rightly attributed to their creative approach, ensuring that learning experiences are provided in a wide range of styles, engaging all learners. Visits to a range of places of worship have supported the pupils' understanding and appreciation of different religions and expanded their correct use of key religious terms. The pupils speak with engagement about their learning in RE. Provision is clearly thought provoking and stimulating. Pupils were able to share a range of learning experiences, with a Year 6 pupil expressing how 'the morals of some stories help you know how to live your lives'. Another pupil said that 'some Bible stories show you have people have been enlightened by Jesus, for example, Zaccheus'. During a Key Stage 1 lesson the pupils were engaged in a range of carefully planned activities looking at why Jesus is such a special baby for Christians. The structure enabled all pupils to access the learning and make progress in the lesson. The pupils were challenged with deep level questions which provided good discussion with their peers. For example, in a Key Stage 2 lesson the pupils were looking at whether Christianity and science can work together. Through a range of sources of information and key questions their discussion and debate was of high standard. Pupils are engaged in all aspects and are confident in expressing their views whilst maintaining respectful listening to differing ideas. Recent Key Stage 2 work on world events highlights the pupils' understanding that an 'important part of being a Christian is to think of others as we have to pull together as a community to get through tragedy and give a little comfort'. It is evident by the delivery of RE that teachers are enthusiastic and use religious vocabulary clearly and are eager to challenge their pupils' thinking. Expectations and assessment within RE are high and equitable to that of literacy and numeracy. Leaders ensure that assessment in RE is rigorous and robust. Time is given to cross school scrutiny of work and assessment to ensure consistency of practice and standards.

### **The effectiveness of the leadership and management of the school as a church school is good**

The school is led with passion and energy by the headteacher, effectively supported by the deputy headteacher and governors. It is evident that all leaders carry out their roles with energy, rooted in the school's Christian values. The effectiveness of the school's engagement with parents is good. The family nature of the school means that the pupils are known as individuals, which is appreciated by parents. The links between the school and the parish are strong, with one parent saying 'together we are one.' Parents are comfortable to approach the school, valuing how everyone within the school is working for the best of all. The availability of staff to parents means that any issues are dealt with efficiency and promptly. The governors know their school very well. This is evidenced in their commitment to ensuring the development of pupils' multi-cultural awareness and understanding. It is clear that the governors provide both support and challenge. Areas for development from the previous denominational inspection have been successfully addressed. Self - evaluation is accurate and leads to the clear identification of priorities for future development. Plans for improvement are challenging but realistic. However, the formal monitoring and evaluation of the school as a church school by governors is not rigorous or regular enough. Christian values, through the ERICERs are evident across all aspects of school life, particularly through strong relationships. The leadership team has a deep commitment to providing the best outcomes for all the pupils and their families in all aspects of school life, including their spiritual development. The use of 'WOWs' and 'OWs', to acknowledge both the moments of awe and wonder and then times of difficulty and disaster are effective. The pupils are actively encouraged to share their thoughts and feelings at all times, which sustains the high quality of relationships. The incumbent is a weekly visitor to the school and his presence is valued by staff, pupils and parents. He ensures that he is available to pastorally support all members of the school family, with many commenting on the value of this. The foundation governors keep the parochial church council (PCC) informed about the school. The link between parish and school is used effectively to share the life and work of both communities with each other. This is a mutually supportive relationship. Relationships with the Diocese are good. For example, staff are supported in attending diocesan training to develop their work in a church school. RE and worship meet statutory requirements and there is effective leadership of both areas. Policies for worship and RE are comprehensive.

SIAMS report (November 2017) Colne Engine (VA) Primary School, Colne Engine, CO6 2HA