

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

### Calverley Church of England Primary

<b>Address</b>	Towngate, Calverley, Leeds, L28 5NF		
<b>Date of inspection</b>	23 October 2019	<b>Status of school</b>	VA Primary
<b>Diocese</b>	Leeds	<b>URN</b>	107996

<b>Overall Judgement</b>	<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>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

#### School context

Calverley is a primary school with 420 pupils on roll. The school has a very low level of religious and cultural diversity and 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 below national averages. There are established links with the church

#### The school's Christian vision

"I can do all this through Christ who gives me strength." Philippians 4:13

Following the teachings of Jesus, we challenge and support all members of our community to love one-another, make the most of their God-given gifts and care for everyone in friendship. Allowing all to flourish; enabling heart, mind and spirit to soar. "Love, Learn, Care."

#### Key findings

- The strong leadership of the headteacher supported by effective senior leaders and dedicated staff leads to a Christian community in which all can flourish. Although governors are very able and knowledgeable about the school, their monitoring of distinctiveness is not embedded.
- Nurturing relationships, based on love, care and compassion, support pupils in fulfilling their potential socially, emotionally and academically.
- Collective worship is inclusive and inspirational. It is valued by the whole school community for its influence as the heart of the school. Connections between the values and prayer and reflection spaces are not strong.
- The vision drives the high-quality pastoral support, generously given by a dedicated team and all staff. It is valued by families, generating positive, cooperative relationships.
- Church links are very strong and appreciated by the whole school community. They effectively support quality religious education (RE), spirituality and worship, and personal, social and moral development.

#### Areas for development

- Develop the links between the biblical roots of the vision and associated values so that they are made explicit in policy and practice, including in how governors formally monitor all aspects of the school's Christian distinctiveness. This is so that the impact on school development is more clearly defined.
- Extend pupils' understanding and use of prayer spaces, inside and outside, so that pupils' personal spirituality is enhanced, and they have opportunities, if they wish, to be calm, reflect and pray at different times of the day.
- Develop pupil awareness and understanding of global concerns such as different religious beliefs, inequality and injustice, to inform their awareness of world faiths, including Christianity and their empathy for others.

## **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**

Inspirational leadership by the headteacher leads to a clear Christian vision and embedded values at the heart of the school. The vision, chosen by the whole school community, reflects the belief that all can fulfil their potential. Shared leadership opportunities enable staff to develop and to engage with training as future leaders of church schools. Leaders articulate the vision through the dignity and respect evidenced by all actions in the daily life of the school. This showcases the biblical roots underpinning the vision expressed as 'Love, Learn, Care.' Curriculum choices and organisation express the school's vision well. Governors have a high presence in school. Distinctiveness, including RE, is discussed as part of relevant committee meetings. However, consistent, formal recording of monitoring, including of worship is not embedded. This results in the impact of monitoring and evaluation being unclear. The governing body is highly supportive of the staff coaching system that is in place and regularly hold informal conversations with senior leaders, and with subject and phase leaders. This builds a highly effective, trusting relationship between governors and school; wellbeing for all and growth for individuals informing decisions. Policies are beginning to be reviewed and the biblical root of the vision and the Christian values is consequently becoming clearer. However, there is limited evidence of these driving policies and their impact on school development. Nevertheless, the Christian values are clear in the daily life of the school and support the highly positive relationships across the whole school community. Attainment and progress are in line with or above national expectations. Vulnerable pupils' progress is good from their starting points. The school is recognised by other agencies for its care for children who are looked after. Behaviour is exemplary with a policy based on forgiveness and reconciliation.

Staff provide exceptional care for vulnerable pupils, daily reflecting the school's Christian vision and values. Staff are clearly nurtured and appreciate the collegiate working environment, through which they develop trust and friendship. The vision is expressed through staffs' positive relationships with pupils. Parents are very supportive of school and appreciate all it does for their children. They are positive about the Christian ethos, with some choosing the school for this and its strong links with the church. Parents also value the broadening of their children's awareness of diversity and global issues such as homelessness, plastic pollution and care for the environment. They are welcome in school and into worship, feeling that they and their children have a strong voice. All adults are unequivocal about the school as a spiritual place.

Pupils are very aware of their school as a church school and understand the vision and values and how these influence their daily choices. There is an active school council and older pupils are responsible for obtaining pupil feedback on worship. Pupils are articulate and have the confidence to request to support issues of particular concern to them, an example is raising awareness and funds for animal rights. They have a good awareness of local inequality in people's lives and articulate charity as taking action as well as giving money. They understand different kinds of bullying and are adamant everyone is treated fairly. There is a shared understanding of spiritual development across the school and clear links are developing between RE, spiritual, moral and social development and worship.

Collective Worship is engaging and inclusive with a high degree of pupil participation. It plays a strong part in developing pupil understanding of how the school's Christian values influence their lives. Worship through music is a particular strength. The joyful experience of song contributes well to spiritual development. Music is a strong link with the church. Pupils value this relationship with many attending services with their families. The incumbent regularly leads worship, as well as being a frequent visitor. Additional connections are through 'Open the Book' worship led by adults from the church. Worship follows the gather, engage, and respond format and pupils readily use opening and closing sentences with responses. They worship in a variety of ways including drama. Pupils feel school would be chaotic without worship; they 'wouldn't know about God, be as good friends and worship makes school a better place.' They regularly lead worship and have opportunities to provide feedback. They speak of the candle, when alight, showing you love God and are listening. Pupils have a developing understanding of the Anglican calendar, including festivals, often celebrated in church. Pupil knowledge and understanding of the Trinity is age-appropriate; God the Father is all the things God is, Jesus died for us and the Holy Spirit is everywhere amongst and in us. They do not understand the Eucharist and its place in Anglican liturgy. Pupils have a good understanding of reasons for prayer, summarised as talking to God. They have some opportunities to write and share their own prayers. Prayer and reflection spaces are in all classes. However, their use is not fully developed to allow pupils to share their thoughts, prayers, reflections and what the vision and values mean to them. There is evidence of pupils

sharing prayers in worship and in some class reflection spaces. There is not yet a central place to celebrate the values and prayer inside school, resulting in pupils being unsure of the links between class spaces and spirituality and worship across the school. Use of the extensive outdoor space is not developed to support prayer and personal spirituality.

RE has a high status in school, on a par with other core subjects. It is well led by a knowledgeable enthusiastic subject leader who engages with a local RE network. Effective staff development and support ensures consistently good subject knowledge across the school. RE is beginning to develop deeper thinking and is having a positive impact on other areas of the curriculum. A resource called, 'Understanding Christianity' has been effectively embedded with a consequent improvement in the quality of teaching and learning. Pupils have a good understanding of parables as Bible stories with younger pupils describing them as having a 'secret' meaning, telling you how to behave. They explain how Jonah felt and relate this to the choices they make. Older pupils make connections between the Trinity, the dove in the story of Noah and baptism. Big questions based on the creation and the Trinity show deepening pupil capacity to reflect and share their thoughts and opinions. Their understanding and knowledge of world faiths is developing, alongside their basic awareness of Christianity as a world-wide faith. Pupils are very enthusiastic about RE and value it as a safe place to express their thoughts and opinions. Statutory requirements are met and RE provision reflects the Church of England statement of entitlement.



**The effectiveness of RE is Good**

Teaching in RE is consistently good and lessons are well-paced, creative and challenging. Consequently, standards are high, and pupils make good progress. Assessment is accurate, regular and rigorous. Effective monitoring by leaders ensures assessment informs planning and pupil progress. Vulnerable pupils engage well and subsequently make good progress. It provides a particularly supportive environment for them to learn and achieve.

Headteacher

Robert Curran

Inspector's name and number

Pat George 845