

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Callow End Church of England Voluntary Controlled Primary School

Upton Road, Callow End, Worcester WR2 4TE

Current SIAMS inspection grade

Outstanding

Diocese

Worcester

Previous inspection grade

Good

Local authority

Worcestershire

Date of inspection

31 March 2017

Date of last inspection

22 March 2012

Type of school and unique reference number

116789

Headteacher

Sarah Wilkinson

Inspector's name and number

Stephanie Boulter 785

School context

Callow End VC is a small village school with 101 pupils currently on role. Pupils are taught in mixed age classes with the exception of Year 6 pupils who are taught as a single class. The school has recently established a pre-school which can offer up to 12 morning and afternoon places. The vast majority of pupils are of white British heritage with a proportion coming from travelling Showman families. The school also has pupils from the Muslim, Sikh and Hindu faith. The number of pupils known to be eligible to receive Pupil Premium funding is 10%. The current headteacher was appointed in April 2016.

The distinctiveness and effectiveness of Callow End Voluntary Controlled as a Church of England school are outstanding

- The inspirational leadership of the headteacher together with the effective teamwork from staff and governors has a positive impact on the Christian character of the school.
- Pupils have a clear understanding of how the school's values are underpinned by Christian teaching and have relevance to their own lives.
- Pupils behave in an exemplary manner and show care and compassion to all members of the school community.
- The explicit Christian character of the school permeates all aspects of school life and nurtures the school community.

Areas to improve

- Develop pupils' leadership and evaluation of worship so that they take ownership of and responsibility for these aspects of the life of the school.
- Continue to develop a shared understanding of spirituality so it can be planned for across the curriculum to further enhance the spiritual development of pupils, and also gauge its impact.

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

The impact of the Christian character is outstanding because children and adults understand how explicit Christian values make a significant difference to the lives of all members of the school community. Children are very articulate in describing how the school's core values help them to make friendships and build relationships with others. They speak with confidence and insight about courage and forgiveness and how these values help them in their school work and at home. Children understand that as a church school, these values have roots in biblical teaching and give examples of Bible stories that teach them about these values because 'Jesus used stories to show how people should behave'. They are able to do this because the values are an integral part of the language of the school; the way in which these values are lived out means that children and adults think and approach their learning and personal development from a biblical perspective. Children are very clear that although these values have a Christian meaning, they are also universal and apply to everyone regardless of their background and whether they have a faith or not. They speak with passion about God loving everyone equally and taking care of all. The nine core values make a significant contribution to the exemplary behaviour and creation of an environment, in which children are keen to learn and have positive attitudes towards their work. Teachers know children and their families well. Each child is valued as a unique individual whose needs are identified and nurtured. This allows staff to provide challenge and support and to know when to target intervention strategies. Pupils describe how 'adults here use Christian values to help us to behave well and learn'. The strong Christian ethos has a transformational impact on relationships; pupils are confident, polite and have a mature attitude. For example, older pupils naturally take responsibility for younger ones, including resolving problems as 'peacemakers' when the need arises. They develop their spirituality through opportunities in the classroom to reflect on questions that encourage them to apply their learning so that it has relevance in their own lives. The extent to which the school has an understanding of spirituality which links with its values and supports the children's wellbeing as they move through the school, has not yet been fully explored. However, when children are given opportunities in religious education (RE) to explore and describe their views and opinions on life's 'big questions', they do so with enthusiasm and confidence. They have a growing awareness and understanding of diversity with children from other faiths actively encouraged to share with peers and the whole school community what their faith means to them. Children have a high regard for the need to treat everyone equally and a concern for justice around the world. RE makes a significant contribution to the children's social and moral development as well as supporting their appreciation of the school's values and how they are lived out. RE has a high profile within the curriculum and is excellently led and managed. Children respond positively in RE and often apply their secure knowledge in Year 5 and 6 to help them understand what they learn at a deeper level. A range of visits to places of worship ensures children have a good understanding of the global nature of Christianity and other major faiths. As a result, they are able to express the importance of respect for other people, as well as recognising that 'our values are not just for Christians. They can be shown by other faiths'.

The impact of collective worship on the school community is outstanding

Collective worship is a key time for adults and children to come together to share times of praise with opportunities to reflect and be calm in the middle of the day. Acts of worship are well planned by the headteacher and explore Christian values and the church year. Children experience a range of worship leaders including the popular Open the Book. From evaluation feedback the headteacher recognises the need to increase involvement of children in the planning and leading of worship in a variety of settings, so that they can further increase their confidence in this important aspect of school life. The reflection areas in each classroom are used by children to be still or pray. Worship gives pupils and staff a sense of belonging to a community that looks out to other people, as well as opportunities to explore a sense and place in the world. Acts of worship include elements that make them explicit times to worship God and learn about Jesus through Bible stories. They are special times in the school day and children have a good understanding that they are an important part of what it means to be as church school. Themes are well planned around the Bible with links to the school's values made clear. Children articulate how the Bible stories they hear have a relevance to their own lives both within school and beyond. They have a mature appreciation of the purpose of prayer and how it can support people in times of trouble or be used to give thanks. There are good opportunities for children to pray throughout the school day. Children, for example, use the prayer table in the reception area during lunchtime to write and share their own prayers. They show an appropriate reverence when the school prays during worship and understand that those who might not want to pray, still need to show respect for those who do. Children are beginning to develop their appreciation of the nature of the Holy Trinity and particularly how Christians believe that the Holy Spirit guides people through life. Some governors are involved in monitoring of acts of worship and have received support from school leaders in how to observe them in

an evaluative way. Parents of all faiths and none appreciate that worship gives pupils a sense of belonging and enables them to reflect on their beliefs.

The effectiveness of the leadership and management of the school as a church school is outstanding

The headteacher has an obvious passion to drive forward the distinctive Christian character of the school. She is both inspirational and reflective. Governors, staff and parents commented on the impact she has made to the school since her appointment. The introduction of new initiatives such as Understanding Christianity and the Spiritual, moral, social and cultural calendar (SMSC) has improved the quality of provision and the embedding of Christian values which has made a significant impact on the children's understanding and appreciation of what it means to be a church school. These improvements have been successful because of the excellent understanding of the purpose of being a church school, which has been used to accurately identify areas for development. Leaders have a shared understanding of the distinctive Christian ethos that results from the impact of Christian values and the vision of providing the best learning experiences for each individual child. The headteacher has an excellent grasp of how the distinctive Christian vision of trying to ensure each child reaches their potential, makes a difference to the children's learning and wellbeing and is fully supported by the governing body. Together, they have a very good understanding of the school's strengths and how it can continue to grow and therefore have an excellent capacity to continue to develop as a church school. Self-evaluation is accurate because it is based on evidence which comes directly from listening to children and responding to their views. The distinctive vision is clearly understood by parents who strongly feel that it gives their children opportunities to explore what faith means to them in an environment where they can do this with confidence that their views will be listened to and respected. Parents give many examples of how the core values have influenced behaviour outside of school. The values have also helped their children to better understand themselves and their relationships with others. Staff receive exceptional support both for their well-being and professional development from the headteacher and the governors due to the inclusive and loving ethos that supports everyone in the school community. This results in skilled and committed practitioners and prepares them for current and future leadership roles in church schools. The school works collaboratively and has close links with other church and community schools in the local area, enjoying mutual benefits such as observation and monitoring sessions as well as a peer review day. There are excellent links between the school, diocese and the local church. Children refer to the parish church as 'their' church and consider it to be part of the school. Other church groups have a regular presence in the school through the contribution of the 'Open the Book' team. The school has a commitment to its Christian foundation and is passionate about ensuring that it is relevant to the needs of the children. RE and collective worship are very well led by the headteacher and the school meets the statutory requirements for RE and collective worship. Callow End Church of England Primary School is a church school that encourages all children to do their best and is developing a generation of responsible, well behaved and loving citizens.

SIAMS report March 2017 Callow End Voluntary Controlled Primary School WR2 4TE