

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

### Creswell Church of England Voluntary Controlled Infant and Nursery School

Current SIAMS inspection grade	Good
Diocese	Derby
Previous SIAMS inspection grade	Good
Local authority	Derbyshire
Name of multi-academy trust / federation	N/A
Date of inspection	5 October 2017
Date of last inspection	3 December 2012
Type of school and unique reference number	Voluntary Controlled 112814
Headteacher	Amanda Dodd
Inspector's name and number	David Wood 907

#### School context

Creswell CE VC Infant and Nursery School is a larger than average school with 310 children currently on roll. The age range is 3 – 7. The majority of pupils are of white, British heritage. The proportion of pupils eligible for free school meals is above the national average. The number of pupils with SEND is significantly above the national average. The proportion of pupils who speak English as an additional language is well below the national average. Since the last SIAS inspection, the school has received a 'requires improvement' judgement in a recent Ofsted inspection.

#### The distinctiveness and effectiveness of Creswell CE VC Infant and Nursery school is good

- There is a very strong sense of community that is clearly informed by the school's Christian values. The school and church work closely together, with chaplaincy provided by Reverend Liz, and a host of additional support services provided for the parents. This has led to a number of parents becoming increasingly involved in the life of the school.
- The use of prayer makes a significant contribution to pupils' spirituality. They engage with many different opportunities for prayer, leading to them being able to talk about why they pray.
- Pupils have a good appreciation and understanding of Christian traditions in worship, including the significance of the lighting of a candle, and are able to clearly articulate these.

#### Areas to improve

- To develop a shared understanding of how the teachings of Jesus Christ inform the school values, and affect the lives of pupils and other members of the school community.
- To continue to develop the pupils' understanding of Christianity as a multi-cultural world faith in order to enhance their knowledge of other communities and cultures.
- To embed monitoring and evaluation of collective worship in order to demonstrate how it influences the lives of the members of the community and leads to further improvements.

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

The care and support given across the entire school community are central to the school's Christian values. Pupils, staff, governors and parents, all articulate that these values run through everything in school, and that collective worship is playing an increasing role in affecting the values and behaviour of the pupils who attend the school. Parents talk about how the pupils are accepting of people who may appear to be different to them, accepting others for who they are. They are also happy with the Christian values that the school promotes. One parent spoke about how the school went 'above and beyond for her child', and that all the adults in school are, 'warm, welcoming and caring'.

The achievement of pupils is good in the Early Years Foundation Stage. Recently, Key Stage One outcomes have not matched these levels for all pupils, however pupils with Special Needs or disabilities have made good progress and attained well. The school has ensured that all staff have the highest expectations for pupils academic achievement. Pupils reference the importance of doing their best and this was demonstrated in how they conducted themselves during the inspection.

The school has developed the pupils' knowledge of God and Jesus, which has helped to support their social and moral development. Pupils spoke about how God asked Jesus to make people good, so Jesus taught us to be good. They went on to say we were also taught about serving others because Jesus died for us on a cross. This has had a clear impact on pupils; they readily serve each other lunch, hold doors open for others and use please and thankyou as a matter of course.

There is a growing understanding of how spirituality plays an important role within the curriculum. The school has developed reflection areas that have a prominent position in each classroom. Classes have been able to develop them in their own way, allowing for pupils to feel part of these important places. Pupils spoke enthusiastically about their reflection areas, saying that they can go there to use the newly introduced holding crosses, with others saying they can look through the class Bible that they are creating throughout the year, and one pupil said that they could just think if they want to. Displays and artwork have also been used successfully to support the pupils through their own spiritual journeys. Pupils spoke about how the values they represented in the displays help to remind them of how they can be a good friend, support others and work hard. Another pupil talked about decorating their cross with hearts because he wanted to show that he loved God.

The school also makes effective use of trips in order to help the pupils to gain an understanding of the diverse and multi-cultural nature of the world in which they are living.

Religious Education (RE) contributes to the spiritual, moral, social and cultural development of pupils. A parent spoke about how the school has helped to develop their child's knowledge of different cultures, including Hinduism and Judaism. Another parent went on to say that her child had asked her whether, 'Santa was watching us all the time like God.'

Pupils behave well. They strive to live out the school's golden rules in order to fill their class bucket. Pupils said that they do things that Jesus and God have asked us to do. We smile at people, help others when they need it, and give people a cuddle if they are sad.

Attendance levels this year are improving.

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

Collective worship takes place on a daily basis and all pupils and staff worship together. Leaders have made significant improvements to collective worship since the previous inspection, with the teachings of Jesus Christ playing a central part. Staff spoke about how collective worship is used to make pupils aware that Jesus Christ is there for them, and that they can use what they learn to make good choices. Parents talk positively about the contribution collective worship makes to the community, with parents and pupils worshipping together at key festivals during the Christian calendar. Pupils say that they enjoy coming together as a school, worshipping God, talking about Jesus and learning from the Bible. St Mary Magdalene's Church is used to conduct acts of worship on a regular basis, which are proving increasingly popular with parents, with standing room only at the recent Harvest worship.

Pupils are now taking part in acts of collective worship, acting out different roles, linked to Christian teachings and values. Pupils are encouraged to think about what is discussed during collective worship. This was evident when a pupil asked what God did. Reverend Liz addressed this with the pupil at the end of worship. Pupils talk about praying to God to give thanks, to ask for help and to talk to Him. A pupil spoke about praying to God to ask for

help for someone that they knew who was poorly, with another talking about how they are able to put their prayers in to a prayer box.

Pupils clearly enjoy being part of and contributing to collective worship, sitting attentively and engaging well with questions posed and prayer. Following the previous inspection, the school has taken action to develop the monitoring and evaluation of collective worship, appointing a governor who is responsible for assessing the impact collective worship has on the pupils. Pupils are developing their understanding of different Christian traditions in worship. A pupil discussed that the light of the candle represents Jesus and God; with another pupil saying that the smoke takes our prayers up to God and He listens. Pupils have an impressive understanding of the Holy Trinity. They are able to discuss how Jesus Christ and the Holy Spirit were there with God when He created the Earth, and say that God and Jesus are one. Pupils understand that raising money for charity is important, and that it is about giving things to people who do not have very much themselves. These thoughts add evidence to the spiritual, moral and social development of the pupils.

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

School leaders are passionate about the central role that Christian beliefs play in shaping the school's values and ethos. A pupil spoke about how the school hall is like a church because it has Jesus' cross in it. Staff and parents spoke about how the pupils know what the school's golden rules are, and that they should conduct themselves in such a way that they live out these rules, such as kindness and respect. One parent added that her child conducted himself differently to others, however, the pupils here were patient and kind to him at all times. During lunch, pupils sit in mixed age tables, with pupils serving food to each other. Manners are used as a matter of course, demonstrating a clear respect for all.

The school's self-evaluation is sound. As a result, it knows what its strengths are and what it needs to do to further benefit pupils. Some groups of learners achieve well, making good progress from their starting points, although in recent times this has not been the case across the whole of the school. Action has been taken to address one of the development points from the previous inspection, with governors now visiting the school to carry out monitoring activities in order to evaluate the impact that the school's Christian values have on the pupils. This is then reported back to the full governing body. The school has identified within its improvement plan the need to improve the knowledge and understanding of different faiths and cultures throughout the school.

The distinctive Christian values make a positive contribution to the pupils' behaviour and attitudes towards each other. This was demonstrated when pupils spoke about the importance of saying sorry, and how this can be done in a number of ways. They went on to say that, 'God will forgive if people are genuinely sorry'. Pupils' spiritual development is supported through the increasingly close links between collective worship and RE. .

Parents added that the curriculum has helped their children to become more aware of different cultures and religions. Pupils spoke knowledgeably about Diwali and how they learned about how people from other religions pray and the different types of food and clothes that are worn. They respect people of all faiths and understand that being different is okay.

The pupils benefit greatly from Reverend Liz who regularly delivers collective worship and also provides chaplaincy support. Links with the local church have been strengthened because of this, and also the holiday breakfast club which has proved very popular as well as the Tots and Toast group.

Staff have benefitted from numerous training sessions and are in a position to lead further improvements as a church school. One example of this is the recent implementation of the Understanding Christianity resource to improve pupils' understanding of Christianity.

Collective worship and RE meet statutory requirements.

SIAMS report [October/2017] [Creswell CE VC Infant and Nursery School, Creswell, Worksop] [S80 4HY]