



National Society Statutory Inspection of Anglican and Methodist Schools Report

Cavendish Church of England Primary school

The Green

Cavendish

Sudbury

CO10 8BA

Previous SIAMS grade: Outstanding

Current inspection grade: Outstanding

Diocese: Edmundsbury and Ipswich

Local authority: Suffolk

Dates of inspection: 26th June 2015

Date of last inspection: June 2010

School's unique reference number: 124693

Headteacher: Cheryl Wass

Inspector's name and number: Rosemary Privett 321

School context

Cavendish is a small rural primary school. A new headteacher took up her post in September 2010. The school was part of Phase I of the Suffolk school organisational review. Transition from a first school to a Primary school status began in September 2010. 12% of children receive additional provision to succeed in their learning. 16% children are currently eligible for Pupil Premium. Approximately 50% of pupils are from outside the catchment area. A new Vicar took up his post in 2011. The school has an Arts Mark and an international school award.

The distinctiveness and effectiveness of Cavendish as a Church of England school are outstanding

- Christian values shape, support and sustain the academic achievement, personal development and well being of all pupils.
- The school's strong Christian leadership results in Christian principles being deeply embedded across all its work.
- The high quality pastoral care provided by the school within a Christian framework of compassion and forgiveness
- The outstanding impact of the creative arts on the school's distinctive character.

Areas to improve

- Develop governor's monitoring and evaluation through the Faith Forum so that there is a more robust and integrated approach including all stakeholders.
- Develop the work of the Faith Forum so that pupils can better understand that actions they lead mirror actions in Anglican church services.

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

The school's mission statement to help children 'develop intellectually, emotionally, socially and spiritually,' effectively shapes and determines priorities. The school ensures that explicit Christian values permeate all aspects of school life so that pupils are loved, motivated and feel respected. Consequently, they learn in a safe and secure Christian environment where their wellbeing is of paramount importance. This creates an extremely positive climate for learning, leading to high academic attainment above national expectations. The progress in academic achievement and behaviour of vulnerable pupils is a testimony to the high quality teaching, pastoral care and compassion given to all. Christian values such as respect, compassion, forgiveness and hope are acknowledged to be at the heart of the excellent relationships between adults and children. Pupils see strong links between these values and the choices they make. A Year 6 pupil said, 'Thinking about our values when we fall out helps us to try and forgive like Jesus did.' The school's commitment to developing art and music is an outstanding feature of its provision. The headteacher works closely with the arts mark partner. Their careful planning ensures that religious education (RE) and the school's creative curriculum are enhanced by high quality creative learning opportunities. These strongly support pupils' spiritual, social and cultural development. They also greatly enhance the school's distinctive character and have a strong impact on pupils. For example, making clay artefacts during a topic on ancient Egypt has led to mature discussions about what happens when we die. Since the last inspection this work has become embedded in the 'faith strand' which now runs through all topics for the year. RE is creatively planned. As a result it engages and challenges pupils. A well-planned programme of visits to places of worship inspires pupils and enriches RE teaching. This, together with the daily act of worship makes an outstanding contribution to the spiritual moral social and cultural development of pupils. It ensures that they understand the roots of the values within the Christian faith. Through a wide range of activities, such as a World Faith Day and international schools status, pupils are aware that Christianity is a multi cultural world faith. A Year 6 pupil said of a 'Lord's Prayer' act of worship, 'We sang it in many languages like others do around the world.' As a result, they have a very good understanding of diversity and difference.

The impact of collective worship on the school community is outstanding

High quality worship has a place of central importance in the daily life of the school. It is an extension of the school's core purpose that is highly focused on the development of the whole child. Staff and children are able to talk about the positive impact it has on their lives. It is inspirational and inclusive at all levels because the involvement and leadership of pupils is strongly nurtured. This, underpinned by themes that explore key Christian values, ensures children are developing into caring and compassionate individuals. Since the last inspection a pupil Faith Council has been developed. It meets regularly to discuss, plan and lead worship. The group makes a strong contribution by providing relevant worship that engages all ages. They regularly lead the gathering and sending out elements of worship, but pupils cannot always articulate their purpose or the meaning behind them. The school follows themes from Values for Life. There is a strong emphasis on the major festivals of the church year, stories from the Bible and the teachings of Jesus. These encourage reflection, particularly among the children, leading to actions for example in the charitable work of the school. The visual environment of the hall has been creatively enhanced to support worship. Visual representations of the Trinity have made an outstanding contribution to developing pupils' understanding of God as Father, Son and Holy Spirit. Many pupils can explain its meaning in an age appropriate way. 'It shows God the Father, Son and Holy Spirit, 3 parts but our one God.' Through worship, pupils understand the importance of prayer and readily participate in opportunities to do so. They enjoy sharing prayers at lunchtime and at the end of the day. The daily act of worship enhances the pupils' knowledge and understanding of the Christian faith. Pupils also regularly take part in worship at St Mary's, taking the lead during important festivals in the church year. This enables

them to have a sound understanding of the meaning behind these occasions. The impact of worship is effectively monitored and evaluated by the coordinator through observation, discussion and pupil surveys. She uses these to evaluate the effectiveness of worship ensuring that it continues to inspire and engage. The Faith Council is also central to the monitoring process. They are excited about their new approach to gathering pupil's reflections on worship using an i pad. A Year 6 pupil said 'We will talk about the log with the headteacher and think about how we can make worship better.'

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

The strong and insightful leadership of the headteacher ensures that this school promotes a distinctly Christian vision rooted in Christian values. Expectations for the best possible education for all and high standards of achievement within a Christian environment are passionately expressed. Through its nurturing ethos leaders ensure that this is a highly effective school, which promotes pupils' spiritual development and high academic achievement. This means that the school has continued to move forward since the last inspection. All staff are valued and are outstanding role models. This leads to an atmosphere in school of a family unit where everyone is valued. All leaders are committed to the on-going development of the school as a church school. This is seen in the strong reflective ethos that runs through the life of the whole school and its procedures. An example of this is the termly self- reflection sheet for pupils. It includes questions about their learning journey but also encourages reflection on the school as a church school. Pupils are nurtured as leaders. They are making strong and meaningful contributions to the school through their work on school council and eco council. Pupils say their work helps them to 'care for God's world and everyone in it.' Since the last inspection, effective strategies have been established to assess the school's effectiveness. The outcomes inform development planning so that a distinctively Christian strand runs through all its priorities. Self-evaluation involves staff, pupils and governors. Governors undertake regular visits as part of their strategic role. Their feedback form provides space for reflecting on the impact of the school's values and vision across its curriculum and overall provision. Parental involvement in the process is currently underdeveloped. Governors have correctly identified the need to develop a more robust and integrated approach to monitoring. The recently established Faith Forum has begun to address this. There is a very strong focus on professional development that contributes significantly to developing Christian leadership across the school. Until recently, the headteacher led both RE and collective worship. Her focused leadership ensures that they are central in helping to define the school's Christian character. The new RE leader has been supported in developing her role through diocesan training. Leaders and governors, supported by church members, show a very high degree of pastoral concern for all members of the school community. This is illustrated by their response to children and their families experiencing difficult times. The school is seen as central to village life and greatly valued within the community. Its many community based activities enable pupils to experience the values of compassion and service. During the period when the parish had no full time priest, parish members developed a strong partnership with the school. This ensured that it school was supported and important festivals could still be celebrated in church. This partnership led to a new development, Monday Club. Through this club, pupils can learn about the Christian faith supported by church members. The vicar has a positive influence on the school's life and work. Through his role as a governor and through his support of worship he greatly enhances the partnership with the parish enabling the school's vision to be shared and widely understood.

SIAMS report June 2015 Cavendish CE VC Primary School, Sudbury CO10 8BA