



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Crudwell Church of England Primary School

Address

Crudwell, Malmesbury, Wiltshire. SN16 9ER

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Overall grade

Good

The impact of collective worship

Good

School's vision

'Roots to grow and wings to fly'. Roots and wings, we need them both. The roots of our school and community nurture and help us grow to be the best we can be. The wings of faith allow us to soar boldly into the future, living life in all its fullness.

Psalm 1: 3 'They are like trees that grow beside a stream, that bear fruit at the right time, and whose leaves do not dry up. They succeed in everything they do.'

Isaiah 40: 30-31 'Even youths grow tired and weary, and young men stumble and fall: but those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary; they will walk and not be faint.'

Key findings

- The school community shares a strong and imaginative Christian vision based on the biblical theme of 'roots and wings'. This ensures pupils and adults flourish, although spiritual development through the vision is not apparent in teaching plans.
- Religious education (RE) teaching is particularly effective amongst older pupils who speak readily and confidently about religious matters. This is much less evident amongst the younger pupils.
- Pupils are courageous advocates inspired by their school's 'Make a difference' week. The impact of this is that they have a real understanding of themselves as agents of change.
- Governors and staff are an effective leadership team with a strong commitment to the vision. This is evident in the school's strategic planning process which readily enables 'roots to grow and wings to fly'.
- Collective worship is well planned and delivered. Pupils sing enthusiastically and impact on their lives is seen in thoughtful reflection. However, there are few opportunities for pupil involvement in planning and leadership of worship.

Areas for development

- Map opportunities for spiritual development in all subject areas to ensure that every opportunity is given to support the spiritual flourishing of pupils through teaching and learning.
- Develop opportunities for pupils to plan and lead worship to further strengthen their engagement and deepen their understanding of prayer.
- Improve knowledge and experience of the diversity of Christian worship around the world so pupils appreciate that God may be approached by different means.

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

A highly committed staff leadership team and governors promote a clear Christian vision well rooted in biblical teaching. The roots and wings theme of the vision catches the imagination of pupils and is readily understood by them. It has an immediately apparent positive impact on their relationships. They understand that as this is derived from the teaching of the Bible, it is a possible guide for living. The school has a strong sense of community driven by the vision. This is seen in supportive partnerships between the school, parents, the village, and the church. Classrooms and communal areas have displays promoting the vision so that pupils relate all their activities to it. The school is in the Hobbes Alliance partnership with other church schools in the area. This provides mutual support in spiritual, academic, and practical matters and sustains and encourages the school leadership team. Foundation governors monitor the impact of the vision and actively work in partnership with the senior leadership team. This ensures the high priority of the vision. The school has a close relationship with the Diocese which promotes confidence in teaching. The governors have a wide skill set resulting in a clear strategic direction as a church school.

The Christian vision is lived through comprehensive care in educating and supporting all pupils. The vision encourages aspiration and achievement through an imaginative system of rewards related to the vision. Pupils speak of soaring like an eagle when they do well. As a result, the theme of roots and wings is apparent in teaching and assessment. A range of strategies assist those whose learning has suffered in the pandemic. The impact of this can be seen in careful tracking of progress. Parents appreciate clear communications from school, and the approachability of staff. This leads to a sense that every pupil is deeply valued, with needs appropriately met. A well-developed system for using additional funding for disadvantaged pupils is evident. There is a broad curriculum and opportunities to encourage spiritual development. However, these are not currently documented in subject teaching plans. Pupils are good at reflecting on their learning, and they realise the vision pervades all areas of life. The vision also ensures the mental health and wellbeing of the whole school community is prioritised. As a result, adults and pupils indicate they feel cared for and supported.

Pupils steadily realise their potential in various ways. They react positively to reflective moments in lessons, and informally in personal interaction. The roots and wings theme encourages them to broaden their horizons with support from the teaching staff. Pupils understand that the teaching of Jesus promotes human flourishing. They realise his example may help them and others achieve the same through their knowledge of biblical stories. A particularly strong feature of the school is the depth of understanding that pupils have of courageous advocacy. They actively see themselves as agents of change through the impact of the school's 'Make a difference' week. Their understanding and support of Afghan refugees is an example of this. They know that the example of Jesus seeking justice for all God's people motivates this. They also readily understand issues around climate change, and this is seen in the activities of the 'eco-warrior' group. Members of the school council are also articulate and enthusiastic in working together. They understand how the vision may help to resolve differences of opinion and show dignity and respect. This is also evident in all pupil behaviour around the school. There are a relatively small number of pupils who are not of White British heritage and there is limited understanding of global diversity. However, the Christian ideal of love and forgiveness is modelled in every possible way. This is particularly seen in successful support of pupils who have not been able to flourish in other schools.

Collective worship is delivered daily to the whole school. It is clearly invitational and inclusive, and pupils respond well to moments of reflection. Pupils also point to moments where they have been inspired to action by collective worship, particularly around matters of personal behaviour. Reflection areas are available around the school and receive some use. There is some understanding of prayer but limited appreciation of its importance. Pupils are familiar with a small number of formal prayers but not with the variety of traditions in Christian worship. Staff participate in collective worship and use diocesan training to improve skills in leading this. Regular visits from clergy and other worship leaders take place. The vicar is frequently active in the school, and pupils and staff are encouraged by her chaplaincy support. Visits to church take place on the special occasions of the church year. This ensures pupils understand the significance of the great Christian festivals and their impact on the world. Bible verses are considered in every act of collective worship, but the understanding of Anglican practice is limited. The vision is strongly linked and featured in every act of collective worship. Pupils participate in collective worship through a group of 'worship workers' who assist in many of the practical arrangements. They show potential and enthusiasm for greater involvement in the planning and delivery

of collective worship and have some imaginative ideas. Participation in collective worship is enthusiastic and joyful and this is seen in the ready engagement of the pupils.

RE is led by the headteacher and deputy, and they resource other staff. Involvement in diocesan training and RE teacher groups supports teaching and ensures good practice. RE is very well planned and delivered using various resources including the 'Understanding Christianity' programme. Pupils particularly enjoy the associated artwork. As a result, they express considerable appreciation of their lessons and look forward to them. Pupil knowledge and understanding is impressive and confident amongst older pupils, but less so amongst younger ones. In particular, pupils show an imaginative understanding of the Christian belief in the trinitarian nature of God. They understand the implications of this in Christian worship and living. Pupils flourish well in the subject in line with the vision. Colour coded marking and rubber stamps that link with the vision help them see how their work is developing. Older pupils have a thoughtful understanding of Christianity as a living faith and speak confidently about its effect. However, understanding of Christianity as a multicultural world faith is limited. Good classroom displays provide a stimulating environment, promoting learning. The impact of teaching RE is also seen in a good knowledge of world religions. Pupils confidently explain that this is important to understand one another in today's world.

Contextual information about the school

Date of inspection	7 December 2021	URN	126319
Date of previous inspection	10 February 2015		
School status	Voluntary controlled primary	NOR	122
Name of Federation	The Hobbes Alliance		
Diocese	Bristol		
Headteacher	Ben John		
Pupil profile	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 in line with national averages.		
Inspector's name	Rev'd Jeremy Hellier	No.	899