

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

### Clutton Church of England Primary School

Broxton Road, Clutton, Chester CH3 9ER

<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>Chester</b>
Previous SIAMS inspection grade	Outstanding
Local authority	Cheshire West and Chester
Name of multi-academy trust / federation	N/A
Date/s of inspection	25 <sup>th</sup> January 2018
Date of last inspection	28 <sup>th</sup> January 2013
Type of school and unique reference number	Voluntary Controlled 111280
Headteacher	Alex Farrow
Inspector's name and number	Joanne Abram 931

#### School context

Clutton C E Primary School is in a rural catchment area in Cheshire West and Chester. There are currently 69 pupils on roll which is considerably less than the average primary school. It serves families from a wide and diverse area, which includes a broad range of social groupings and income. There are four mixed aged classes including a Nursery. The vast majority of pupils are of White British heritage. The proportion of disadvantaged pupils or those with special educational needs is below the national average. There has been a new headteacher appointed since the last SIAS inspection. The school is linked to St Mary's Church.

#### The distinctiveness and effectiveness of Clutton C E Primary as a Church of England school are outstanding

- The headteacher provides strong Christian leadership and a vision that is articulated by all leaders and fully supported by the Reverend.
- The enriched curriculum is informed by a distinctively Christian vision, contributing to the wellbeing, behaviour and achievement of all pupils.
- The school's Christian values influence the very strong relationships within the school community that allow children to flourish in a nurturing, child-centred environment that reflects the awe and wonder of God.
- The school's celebration of diversity enables the pupils to become responsible citizens who are increasingly confident and self-aware.

#### Areas to improve

- Ensure that self-evaluation of the school's Christian character involves all stakeholders of the school to allow their views to be represented.
- To formalise the way that collective worship is evaluated to drive further improvement.
- Further develop the children's knowledge of God as Father, Son and Holy Spirit so that they can articulate this with a greater degree of understanding.

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

The school's mission statement, 'Clutton School is proud to be a Christian school where diversity is celebrated and where all our children are equally valued, respected and encouraged to achieve their own personal potential', underpins the life of this close-knit school community. It is reflected in the school environment, both indoors and outdoors, where pupils' learning is enriched and celebrated and children explore the awe and wonder of God and His creation through beautiful artwork and creative writing. The Christian ethos is pertinent to the exceptionally strong relationships within school. There are boundless opportunities for this small community of learners to integrate and support one another, developing social skills and a positive self-esteem. The happiness and wellbeing of all pupils are paramount and the school's ethos explicitly contributes to pupils' achievement and progress. The school actively encourages children to seek out ways in which they can be helpful and supportive of the needs of others both within and beyond the school community. This helps promote a developing understanding of local, national and global issues and the need to support charities and learn about diverse communities, through the school's enriched and exciting curriculum.

The distinctively Christian values are intrinsic in policies and all practices, making a significant impact on the lives of the children. There is a particular emphasis on mutual respect, reflected in the discipline and pastoral care policies. This results in very high standards of behaviour, politeness and self-discipline which underpin the Christian ethos of the school. The code of conduct for behaviour can be expressed by most members of the school community and in most cases, directly attributed to Biblical teachings.

There is a developing understanding of the nature of God amongst the children, including the youngest pupils in the school who talk enthusiastically about their religious education and their enjoyment in learning about God and different faiths and cultures. The religious education curriculum actively encourages children to develop their understanding of God and promote spirituality where big questions on subjects such as eternity and immortality are posed, leading onto further smaller questions where children explore their own faith and beliefs. This supports the pupils' development of spiritual, moral, social and cultural understanding and a respect for diversity and difference. Pupils who identify as having no or little faith feel comfortable and confident in their convictions and are able to justify their decisions with impressive maturity.

The school promotes good attendance. There have been no exclusions since the last inspection as the pupils' behaviour and positive relationships with parents are a strength of the school. A range of additional activities and strong links with St Mary's church impact positively on pupils' spiritual, moral, social and cultural development. The Reverend values the opportunity to support the school and all its stakeholders. Members of the church and school community run monthly 'Messy Church' sessions in the school hall at the weekend, that are attended by many of the school's families. This is an opportunity for the school to serve its community whilst forging positive links with the local church.

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

Collective worship has a high profile in the life of the school and the pupils speak positively of their engagement with it, especially the older pupils who take a leading role in organising daily acts of worship. Children gain a good understanding of Christian teaching because Christian values, Bible stories, religious festivals and the church calendar regularly feature in worship. Personal, social and health education have strong links with worship and different themes are developed on a weekly basis, making the content relevant to pupils' development as a whole. The children make links between Bible teachings, Christian values and behaviour and where possible, the Bible story and PSHE weekly themes are planned to support one another. Good use is made of prayer, Bible readings, Christian symbols, reflection and music to nurture pupils' spiritual development and sense of community. The children are very familiar with Anglican readings and responses which are incorporated into every act of worship.

The planning of collective worship includes the collective worship leader, the headteacher and occasionally the older pupils, who take sole responsibility for the planning and delivery of the Year 6 leavers' service. The Reverend supports the school by delivering an act of worship on a weekly basis. He offers his knowledge and insight by contributing to the planning of collective worship and provides relevant Bible readings for the children to hear and learn. Evaluation of collective worship is carried out through school council meetings, where pupils' views are sought and changes are made as a result of these discussions.

The acts of worship create an atmosphere of spiritual depth whilst still being relevant to the full age range of the school. The centrality of prayer is evident in worship and beyond as pupils talk of writing prayers that are kept in a file and read out in worship by the pupils themselves or others. Pupils have a good understanding of prayer being used personally as well as collectively throughout the school day with class prayers being said and prayer boxes, which are monitored by staff, used in classrooms. The reflection areas around the school provide pupils with the opportunity to celebrate their growing faith should they wish to access them, and provide necessary 'time out' for pertinent pastoral care if it is needed. The pupils have some awareness of the Trinitarian nature of God and can talk

about it with some level of understanding but this is still in its infancy. The school and church work well to develop strong links. They provide opportunities for pupils to worship in church as they attend Chester Cathedral for the leavers' service and St Mary's church, Coddington, for all major Christian festivals. The pupils enjoy going to the church for worship as they enjoy singing hymns and 'focussing completely on God where there are no distractions'.

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

The headteacher's strong Christian leadership and clear Christian vision is supported by the staff and school governors including the school Reverend. There is a clear commitment to providing all pupils, regardless of their background and ability, with the very best education firmly supported by a Christian ethos. All pupil groups are given equal focus and priority, and as such, the school performs very well and achievement is good or better by the end of all key stages. Relationships are key to the success of this small, close-knit community where all adults work hard to create a nurturing environment where all are equally valued.

RE is expertly led by the headteacher who supports teachers with planning and delivery of the RE curriculum. This is currently under review to ensure that lessons are engaging for all and maximise the potential for SMSC development. Clear Christian values influence key policies and practices and all decisions have the school's ethos at their core. Parents express how the school's 'open-door' policy enables them to feel valued. The headteacher and staff are completely accessible and responsive to concerns and 'go out of their way to make parents feel welcome'. Parents speak of their appreciation of the Christian values that are taught and the confidence they have in the school to help their children understand and develop these values. They also like the way in that older pupils support younger pupils throughout the day but in particular during playtimes as, together, they walk their 'daily mile'.

The governors are committed to their role, recruiting staff who fully support the school's Christian vision and ethos. The governing body and senior leaders have clear areas of focus in the school development plan and they use self-evaluation to drive forward school improvement. Governors are kept informed of the school's performance and distinctively Christian character through the headteacher's termly report. Outcomes for pupils in RE are reported to governors as they receive termly reports from curriculum leaders. Although governors are kept informed of action plans, their involvement in the self-evaluation for RE and collective worship is limited. However, governors are well equipped to hold the school to account through questioning and in providing appropriate challenge during governors' meetings. In addition, they offer their full support to the senior leadership team and teaching staff. The chair of governors actively gets involved in the day to day life of the school, meeting with the headteacher on a regular basis. The Reverend, who is also a foundation governor, attends the school weekly, offering spiritual support to the staff and pupils and ensuring that the ethos of the school is maintained.

SIAMS report January 2018 Clutton C E (VC) Primary School, Clutton, Chester CH3 9ER