

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Corringham Church of England Voluntary Controlled Primary School	Middle Street Corringham Gainsborough Lincolnshire DN21 5QS
Current SIAMS inspection grade	Good
Diocese	Lincoln
Previous SIAMS inspection grade:	Good
Local authority	Lincolnshire
Date/s of inspection	21 September 2016
Date of last inspection	10 October 2011
School's unique reference number	120568
Headteacher	Esther Watt-Jones
Inspector's name and number	Garth Hicks
Quality assurance	Lyn Field 151

School context

The School serves the village of Corringham, however, a significant percentage of pupils attend the school from outside the school's catchment area. There are 107 pupils on roll, the vast majority are from White British backgrounds. The proportion of pupils for whom the school receives additional support funding, called pupil premium, is in line with the national average and the proportion of pupils identified as requiring support for special educational needs is above the national average. The current headteacher has been in post for five years.

The distinctiveness and effectiveness of Corringham Church of England Primary School as a Church of England school are good

- Relationships at all levels of the school community are embedded in the school's Christian ethos.
- A set of core values that are underpinned by Christian teaching are becoming increasingly central to the life of the whole school community.
- Collective worship makes a valuable contribution to the children's growing awareness of spirituality and how Christian values can help them to lead better lives.
- The commitment of the school staff to improving the distinctive Christian character of the school is clearly evident as this continues to grow in all areas of the school's life.

Areas to improve

- To establish robust systems for governors to formally monitor and evaluate the impact of the school's Christian character in order to support strategic planning as a church school.
- To embed the language of the school's Christian values within the behaviour policy and all discussion related to behaviour.
- To seek the responses of all stakeholders to inform the school of any improvements that can be made to support the improvement of collective worship.

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

The impact of the school's distinctive Christian ethos is good because a set of six core values are underpinned by Christian teaching and make a difference to important aspects of the life of the school. As a result these values are increasingly becoming integral to the children's learning. However, they are not used to inform policies such as the school's approach to behaviour management and pupils do not consistently use the language of values to reflect on their own actions in order to help themselves to understand the impact of their behaviour. Children have a good understanding that these values help them in their relationships with others and know that being a good friend is something they ought to try their best to do. This understanding contributes to the positive school environment in which children are happy and feel safe and confident to share their views and opinions. As a consequence, the children's attendance at school is above the national average.

The core values are becoming more firmly established in the children's learning as they are more clearly identified in curriculum planning and in opportunities for teachers to explore them as an integral part of their lessons. As a result of the school's values and recently introduced reflection areas around school, the children are able to express their thoughts and deepen their own spirituality.

The Christian character is particularly evident in the relationships across the whole school, where everyone is cared for and valued as an individual and where a 'family atmosphere' is lived out by everyone. This is a direct result of the whole school community embracing the school's values. The impact of the positive learning environment and high quality of care for children is reflected in the outcomes of their learning, where overall, progress and attainment are at least in line with national expectations.

Children recognise the importance of religious education in their lives and understand that it helps them to show an appreciation for others. As a result, they understand the need to be welcoming regardless of the background of other people. They know that the world has great diversity and that this should be respected. This in turn, impacts on the way that they treat others in the school community. However, they do not regularly have opportunities to gain first hand experiences to develop their awareness and understanding of other faith communities.

The impact of collective worship on the school community is good

Acts of worship are good because they very effectively promote the core values and provide time for children and adults to appreciate how Bible teaching can be interpreted. As a result, this shows how they can live out the values so that they have meaning in their own lives. Children are acquiring a mature grasp of the values and how the values can support them. For example, they say that determination 'helps you to keep going so that you can succeed and get better at things' and that the school values are 'like rules - we stick to them'. The understanding of the Christian values ensures that children are clearly able to explain why they nominate another child to light the candle in collective worship and, for example, how this child has shown the value of friendship.

Acts of worship provide the time and space for children and adults to reflect on their thoughts and ideas about faith and belief and therefore make a good impact on their spiritual development. Children and adults actively engage in worship, particularly through the enthusiastic singing of live worship songs. Planning for collective worship is thorough and continually improving. However, regular formal monitoring and evaluation is not used effectively enough to ensure that worship continues to have such a positive impact on the school community. The children enjoy planning for and delivering worship based around the school values. Key events in the church year enhance the distinctively Christian worship programme, enabling the children to develop an understanding of Anglican tradition and practices. Children have a good understanding of the Trinity and were clearly able to explain it as God the Father, Son and Holy Spirit. As one child expressed, 'There's God the dad, Jesus his son who came to earth and the Holy Spirit who watches over us'.

There are opportunities for children to pray throughout the school day both in acts of worship and at other times. As a result of having regular opportunities to write and share prayers for use in collective worship, the children can clearly articulate how prayer can be used in their own lives to say sorry, thank you or to ask for something for someone else.

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

The strong leadership of the headteacher has ensured that the school has made good progress in developing its distinctive Christian character. She articulates and promotes a Christian vision that puts the holistic wellbeing of

every child at the heart of all that the school does. As one governor put it 'all children are valued as children of God'. This ensures that Christian values and spirituality make a positive difference to the lives of children. Leadership and management are good because the headteacher has been successful in leading the whole school community in creating a Christian ethos that has meaning and purpose for everyone. It is an inclusive ethos based on biblical teaching. The headteacher is fully supported by her staff and governors in constantly working to raise standards in pupil achievement. However, formal procedures for monitoring and evaluating the impact of the distinctively Christian ethos are not in place, or a regular item of governor business. In particular, key policies such as behaviour management are not checked to reflect the school's Christian values. Consequently, there is little strategic planning at governor level to develop the school as a church school.

Individual governors who work regularly in school to support collective worship and the teaching of RE are increasingly appreciating how values and spirituality can enhance experiences in the classroom. They clearly articulate how the Christian ethos makes a difference to the school's approach to relationships and behaviour. As a result of realistic self-evaluation by the headteacher and newly appointed religious education and collective worship leader, school leaders now have a good understanding of how to continue to further develop the school as a church school. Together with governors who actively support these areas, progress as a church school has accelerated and there is now good capacity and enthusiasm to sustain this.

Links with the local church are strong. Local clergy make a valuable contribution to the life of the school through their commitment to supporting the school through worship and RE lessons. The use of the church for key events in the church calendar, school plays and community focussed events are good examples of the links between the two communities. These events are strongly supported by parents and the local community and therefore ensure a 'community spirit' between the school, the church and the local community.

The school has benefitted from support from the diocese which is helping to give leaders direction for the continuing development as a church school. Professional development of staff and governors ensures that they are up to date with the latest developments.

The school meets the statutory requirements for RE and collective worship.

SIAMS report September 2016 Corringham Church of England Primary School, Corringham, DN21 5QS