

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

<b>Crigglestone St James Church of England Primary Academy</b>			
<b>Address</b>	St James' Way, Crigglestone, Wakefield, WF4 3HY		
<b>Date of inspection</b>	03 April 2019	<b>Status of school</b>	Academy inspected as Voluntary Controlled
<b>Diocese / Methodist District</b>	Leeds	<b>URN</b>	138293

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	Excellent
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	Excellent

### School context

Crigglestone St James is a primary school with 314 pupils on roll. The school has a very low level of religious and cultural diversity and very few pupils speak English as an additional language. 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 (SEND) is above national averages.

A new headteacher has been appointed since the last SIAMS inspection. The senior leadership structure was revised in 2018 following the promotion of the deputy headteacher to a headship at another school.

### The school's Christian vision

'Ready for the Future'.

This vision captures, in four words, our wish to see our children spiritually, socially, morally and academically ready for the future. All in equal measure but driven by the spiritual, social and moral aspects. We believe knowledge is nothing without knowing how, and being able to, use it to the benefit of all others. We believe that The Bible is essentially a message of how we can use our knowledge, skills and qualities to serve and help others as shown by the Good Samaritan. We carry this forward each day. Our vision is rooted within this. Our school is built upon this.

### Key findings

- School leaders have a profound understanding of how a distinctively Christian vision can be embedded into every aspect of school life so that all members of the school are consistently nurtured and flourish.
- Collective worship and religious education (RE) are highly effective in promoting pupils' understanding and application of Christian belief. This is embodied in their commitment to love of, and service toward, all of society.
- Spiritual development is an integral part of a bold curriculum, which ensures that pupils are thoughtful, confident and articulate learners with broad horizons.
- School leaders create opportunities for staff and pupils to develop knowledge and skills to become aspirational and inspirational leaders in the future.

### Areas for development

- Cultivate the school's role as a leader of church school education in order to promote excellence across the diocese and beyond.
- Enhance pupils' appreciation of the richness of styles of worship across the worldwide Anglican Communion.
- Further develop opportunities for pupils to serve others through practical engagement in social action projects.

## **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**

Leaders have developed a distinctively Christian vision, based on Galatians 5:13, which is described as the heartbeat of the school. School leaders consistently and humbly enact their vision of Christian service to others. This leads to very positive relationships with families who appreciate the extent to which the school supports their children. Consequently, levels of absence are low because all pupils feel valued and enjoy being at school. Pupils are central to the school's Christian vision, which permeates every aspect of policy and practice effectively ensuring positive attitudes to learning. Because school leaders emphasise Jesus' example of forgiveness without limit everyone is quick to reconcile and forgive.

Pupils and staff flourish because they are totally engaged in a curriculum, which is connected, relevant and challenging. Carefully structured lessons mean that pupils deploy their skills to express and apply their growing understanding. They express complex ideas fluently and engage in informed discussions with passion and resilience. Pupils respect each other's views and can disagree amicably and maturely. Pupils meet or exceed nationally expected levels of attainment and progress because they are so enthusiastic about learning. Senior leaders have deliberately adopted a policy of welcoming pupils with special educational needs and disabilities. They are effectively supported across the curriculum consequently gaps in attainment have closed significantly.

Senior leaders and governors courageously deploy staff so that all resources focus on the holistic development of each pupil. Staff are aspirational, they develop skills and knowledge through extensive professional development and middle and senior leadership responsibilities. They are well prepared for future leadership roles and play an active part in the All Saints Partnership. Pupils have an innate curiosity and eagerness, which facilitates independent enquiry and challenges them to consider complex contemporary issues. They epitomise service to others in the way that they support the local foodbank and seek ways to have more impact. One pupil pondered, 'Jesus said the poor will always be with us but I'm sure he wants us to do something'.

Pupils respond to the school's Christian vision because it is rooted in Bible stories that they find accessible. They describe Jesus as, 'our hope for the future and somebody we copy because he put other people first'. Pupils exercise leadership roles with commitment and maturity. They manage lunchtime activities so that all pupils share games and interests without regard for age, ability or gender. Barnardo's equality ambassadors sensitively and confidently support their peers whilst knowing when to seek adult help.

Senior leaders maintain a strongly Christian ethos, which promotes the mental wellbeing of all members of their community. Staff are trained in identifying and supporting pupils who are vulnerable. The inclusion of mindfulness in the curriculum, using the outdoors, art, drama and dance, promotes pupil's spiritual development and wellbeing. Staff appreciate the support that they are given to maintain an appropriate work/life balance whilst meeting the highest expectations for their pupils. They work closely together, one education support assistant commented, 'we are all equal, nobody differentiates between support and teaching staff'. Together they create an exceptional learning environment in which achievement in the context of the school's vision is celebrated.

Pupils understand the significance of Jesus to Christian beliefs and practices because of the impact of collective worship and RE. Careful planning ensures that there is coherence in pupils' experience of, and learning about, Christianity. Pupils understand the nature of Anglican worship because it is explicit in their experience of collective worship. Worship is invitational as well as inclusive, with pupils who do not participate in prayer showing respect for those who do. Members of the collective worship committee are welcomers, intercessors and worship leaders. They create an atmosphere of sacredness as each class candle is processed into worship. Worshipping together each day emphasises the sense of community which pupils recognise as koinonia. One Reception pupil reflected, 'because we all meet together, we all love each other'. Worship is an inherent part of the day as the school celebrates together as a Christian community by sharing the peace after playtimes. Pupils understand the school's Christian values of trust, hope, peace, forgiveness, koinonia and thankfulness because they link Bible teaching to daily life. Effective use of music creates the mood for worship and the quality of singing is very high. Opportunities to appreciate the richness of styles of worship across the worldwide Anglican church are not yet fully developed. Questioning and discussing Bible teachings and stories helps pupils to relate them to their own lives and actions. They understand the concept of the Trinity and explain 'God's spirit is always here, he watches over us'. This promotes a sense of personal prayer which one pupil described as 'a bridge to God'. Another explained, 'God knows what we need but he likes us to talk to him'. The collective worship committee collates and records the thoughtful responses of their peers to worship each day. This informs regular reviews, which ensure that worship remains relevant and meaningful. The school's links with the church are very strong. Pupils understand the Christian year and the significance of major festivals because they plan and lead worship at these times. Together school and church promote dementia awareness and befriend affected families.

RE plays a significant part in the life of the school. The subject leader is highly skilled and shares her expertise as a member of the senior leadership team. Understanding Christianity materials are fully established throughout the school leading to extremely good practice across all aspects of RE. RE is monitored rigorously and pupil progress is consistently in line with, or above, that in other subjects. Many pupils are working at greater depth because they are creative in the way that they record their learning. Pupils' artwork is used in church worship because they represent Jesus with understanding and sensitivity. The spiral curriculum means that pupils develop an increasingly sophisticated understanding of religious concepts. Following the Leeds diocesan syllabus, they learn about a range of world faiths. The clever deployment of puppets in Reception through to problem solving and ethical debates means that pupils understand the relevance of faith today. The school's recent link in Tanzania is helping pupils to appreciate Christianity as a global religion. They apply their equalities motto of 'shoulder to shoulder' to this new partnership. They are generous in supporting their link school and value, and reciprocate, the gift of prayer that they receive in return. The school's Christian vision is successfully crafted into every aspect of school life so that everyone can explain the impact on learning and aspiration. School leaders are inspirational in developing and sharing this vision. They have a contribution to make in developing effective church school leadership locally and beyond.

Headteacher	Glyn Denton
Inspector's name and number	Geraldine Cooper 696