

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cold Harbour CE School			
Address	Highland Close, Bletchley, Milton Keynes MK3 7PD		
Date of inspection	17 June 2019	Status of school	VC Primary
Diocese	Oxford	URN	110404

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

School context

Cold Harbour is a primary school with 274 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. Pupil mobility is high. Over the last two years there have been changes to the governing body and staff with a new leadership team appointed in September 2018.

The school's Christian vision

'Let your light shine' Matthew 5:16

Everyone is encouraged to shine through living out our values of trust, honesty, thankfulness, respect and faith. Enabling us to grow, learn and achieve together.

Key findings

- Cold Harbour is a welcoming, inclusive and nurturing school whose staff support pupils' social and emotional needs well. The school's Christian vision and values inspire pupils to behave well.
- Staff create opportunities in and beyond the curriculum for pupils to develop spiritually and this encourages pupils to 'let their lights shine'.
- Academic standards are showing signs of improvement, but test results and progress remain below that seen in other schools. The school requires improvement in this area.
- Collective worship and religious education (RE) are good and have improved due to a raised focus within the school.

Areas for development

- Governors to establish regular and robust monitoring and evaluation systems which ensure the school's Christian vision drives a sustained improvement journey for the school.
- Refine a simple and clear vision statement which is interwoven across school life, so that all can flourish academically.
- Underpin the existing good work on spiritual development with a clear definition of spirituality so as to enable a common understanding, language and clarity of the impact of the school's work in this area.
- Create opportunities for pupils to be directly engaged in social action in order to develop their ability to become advocates for change.

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

Cold Harbour School is a happy, welcoming school where pupils and their families feel supported and cared for. Parents say it feels like home and that there is a sense of peace. This nurturing ethos fosters positive relationships throughout the school community. It also enables pupils to learn and grow together as they 'let their lights shine'. Parents know that the quality of care flows out of the school's vision and attendance is now secure as a result of the nurturing actions of staff. Parents say that staff are quick to spot and address any concerns. Pupils also speak of how staff are there to support them. One said, 'Staff listen because they care about us.' Pupils report very few incidents of bullying. They have a good understanding of the need to embrace difference and show respect for others. The biblical vision and teaching on Christian values of truth, honesty, thankfulness and respect underpins pupil and staff conversations. Pupils want to grow and foster these values in their lives and say how their moments of reflection help them consider how to make the right choices. Staff too remark in the restorative benefits of reflection. A pupil spoke of how, following a time of reflection, they realised the need to say sorry in order to restore a friendship. There is good support for vulnerable children. Behaviour is good as a result of a clear focus on Christian values and pupils are engaged with their learning. Whilst there is clear evidence for the social, emotional, spiritual and moral development of pupils, attainment in key subject areas is not good, affecting the outcome of this denominational inspection. With a spirit of tenacity and collaborative teamwork, expectations are rising. Investment of time and resource is rightly being spent in staff professional development. Regular coaching, mentoring and moderation of academic standards across the school is currently focused to support pupils of all abilities to reach their potential.

Governors hold leaders to account, monitoring and challenging academic standards. However, they do not have a clear understanding nor developed evaluation strategies to monitor the effectiveness and secure an improvement journey of the school as a Church school. The school has links with the Diocese, but these are not fully utilised to increase skills and deepen understanding of the qualities of effective Church schools. Staff have made a positive start in applying the school's Christian vision and values in their work with the pupils and are enthusiastic about pupils 'letting their lights shine'. However, underpinning and interweaving the vision strategically throughout school life, documentation and the school's public profile is at an early stage. The complexity of various mottos and themes also prevent a simple and clear vision from fully impacting the school's provision.

Invitational worship actively engages with the school's Christian vision and values and brings the school community together. Each act of worship begins with a declaration that Jesus is the light of the world, through the lighting of a candle. A clear programme of teaching on values, alongside biblical teaching about the life of Jesus, provokes thoughtful and respectful responses from pupils. Regular opportunities for prayer, stillness and reflection in worship and throughout the day help pupils to think about who they are and their approach to life. Pupils enjoy singing and are able to recognise the importance of the Bible and the Christian belief in God as Father, Son and Holy Spirit. Meaningful opportunities deepen pupils' spiritual development, fulfilling an area for development from the previous inspection. However, a definition and common understanding of what spirituality means at Cold Harbour is not informing plans for spiritual growth. The development of a new role for older pupils as collective worship ambassadors has increased pupil engagement in worship. They enjoy this responsibility and the opportunity to represent the school in the local authority Youth Standing Advisory Council on Religious Education (SACRE). Pupils are beginning to get more involved in the planning of worship. They know that praying helps them but are not able to talk about prayer outside of school. Since the last inspection, there are increased links with the local church. The different seasons of the Church year are celebrated, with older pupils hosting church services. These increase pupils' understanding of Anglican traditions and practice. Pupils and staff speak enthusiastically about the involvement of church staff and other Christian organisations in worship and RE. Staff appreciate the way that these partnership opportunities enhance pupils' spiritual development.

The enthusiastic RE leader has provided staff with opportunities to develop, bringing about improvement in provision. Creative strategies are used in lessons and pupils talk very positively about RE. Their work is well presented in books, showing their pride and interest in the subject area. Teachers' marking supports pupils' progress. Pupils enjoy opportunities to discuss and explore different concepts and beliefs and to listen to the thinking of others, whether they are in agreement or not. Pupils have a good understanding of a range of different religions and this underpins their sense of respect for one another. RE successfully fosters the vision, values and Christian character of the school, contributing effectively towards pupils' spiritual development. Indeed, the

successful strategies in RE lessons of questioning, listening and responding creatively, have impacted teachers' approach across the curriculum, engaging pupils in their learning.

Pupils have some knowledge of the wider world and the school has rightly identified the need to develop international links with other schools and churches. Pupils' knowledge of global needs is limited, as is their knowledge of Christianity across the world. Pupils talk about the school's charity work but have yet to seize ownership arising from a sense of social injustice. Pupils are not as yet able to say why they do events for charity nor give a level of detail for how it supports others in need. The vision for pupils to 'let your light shine' inspires a creative, broad and balanced curriculum, but this has not yet shaped all aspects of school life.

Headteacher	Christine Ryan
Inspector's name and number	Jacque Coles 840