

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Crowthorne Church of England Primary School

Address	Dukes Ride, Crowthorne, Berkshire, RG45 6ND		
Date of inspection	22 May 2019	Status of school	VC primary
Diocese	Oxford	URN	109962

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

School context

Crowthorne is an average sized primary school with 210 pupils on roll. The majority of pupils are of White British heritage 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 is broadly in line with national averages. The headteacher is well established in the school. In September 2018 two governors were appointed as co-chairs of the governing body.

The school's Christian vision

Inspiring and enabling our school community to live life to the full, promoting excellence and nurturing compassion, honesty, trust, hope, respect, thankfulness and courage.
John 10 v 10 Jesus said, 'I have come that they might have life, and have it to the full.'

Key findings

- Leaders have created an atmosphere of such dignity and respect that staff and pupils flourish personally, socially, academically, and spiritually.
- The school's revised vision statement reflects the school's practice and the excellent outcomes that flow from its holistic approach. Not everyone is able to articulate how this vision is shaping strategy and policy.
- Collective worship creates deep connections to Jesus through prayer and biblical teaching across the community.
- Excellent relationships between all members of this community are a hallmark of this inclusive school. Everyone shares the same commitment to developing the whole child which aligns with the school's vision.
- Committed governors offer strong support and know the school well, however, formal monitoring of the school as a church school is not sufficiently embedded.

Areas for development

- Enable all members of the community to articulate how the revised vision is shaping strategy and daily life.
- Ensure that governors rigorously monitor the effectiveness of the vision so that it is more widely understood as driving improvements as a Church school.
- Enable more pupils to play a greater part in planning and leading collective worship so that they have additional opportunities for personal and spiritual growth.

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

Governors and leaders are rightly proud of this very successful school. The atmosphere throughout is calm and thoughtful reflecting the culture of dignity and respect created by the leadership team. Crowthorne's well established Christian ethos and values are based on the life of Jesus. Recently, diocesan training has helped leaders select biblical teaching which specifically underpins their high aspirations for every aspect of a child's development. John 10:10 inspires everyone to live a full life drawing on the example of Jesus. Mindful of the school's context, the headteacher has challenged pupils to distinguish between full and busy lives.

Committed governors offer strong support and know the school well. As in a newsletter to parents, leaders can articulate how biblical teaching underpins the school's work. However, this is not embedded. Currently therefore, different sections of the community have different levels of awareness of the school's Christian vision. Not everyone is able to articulate how it is shaping strategy and policy. Governors diligently and regularly monitor the school development plan. By doing so they have fully resolved the development point from the last inspection. Regular evaluations of collective worship now inform strategic planning for pupils' spiritual development and their understanding of the Christian belief in the Father, Son and Holy Spirit. However, governors' formal monitoring of every aspect of the school as church school is not sufficiently embedded. Strong leadership is strengthened by the mutual and substantial partnership with the local church. Leaders implement the school's vision so that staff are developed professionally, and sustained support provided for other schools.

Parents fully support this inclusive school. 'This is not a school it's a community,' they say. They feel supported because staff are accessible, responsive and dedicated to meeting individual pupils' needs. They particularly appreciate the development of the child as well as their attainment. The school's values impact significantly on their children at home. Parents agree their children are being taught to 'be good people'. Children's minds are opened to 'another way of thinking'. Leaders make wise measured choices about the timing of new initiatives. Philosophy for children has been introduced gradually to strengthen pupils' ability to interrogate life. It strongly contributes to their personal and spiritual growth. Pupils explore abstract concepts such as the nature of reality and develop thinking skills they apply elsewhere. For example, one raised gender issues exploring whether it was better to be an Athenian or a Spartan woman in days of old.

In this secure environment, staff and pupils are freely consulted and listened to. Adults and pupils are confident that their voices are heard, and their wellbeing catered for. Pupils' eyes are opened to local, global and environmental concerns. Keen to help others 'live their lives' they actively support the local community and many different charities. Pupils initiated an ongoing link with World Vision. Numerous opportunities for leadership, curricular and extra-curricular activities develop pupils' confidence and ability to live 'life to the full'.

Excellent behaviour and relationships are hallmarks of the school. Consequently, bullying is a rare occurrence and swiftly dealt with if it does arise. Pupils flourish personally and socially. They explain that very different people can be 'best friends'. Pupils look out for each other and say that if anyone needs it there is always someone 'at their shoulder'. Staff ensure that pupils are mobilised to come together to reconcile any issues that come between them. Respect for all is embedded in policies for attendance, anti-bullying and behaviour. When additional support is required it is provided. Examples include play therapy, and support for pupils' mental health as well as academic progress.

Attendance is better than national figures because pupils feel safe and happy at school. High quality teaching and the impact of the school's values mean pupils make outstanding academic progress over time. One described how, in a difficult test, he thought of Moses. For him Moses shines out as inspirational source of the courage needed to tackle difficult tasks. Skilled leadership, and specialist support is strengthened by excellent links with outside agencies. Pupils with any barriers to learning are supported to make very good progress from their starting points. In some cases, this is transformational for pupils with special educational needs or disabilities.

Religious education (RE) enacts the school's vision through the challenge and support provided to help pupils flourish. This is because the subject leader monitors the impact of the curriculum with meticulous care. Assessment

procedures are in place. Links with diocesan networks benefit staff development and that of the curriculum. They have also led to Crowthorne being recommended as a source of support for RE in another school. Pupils tackle timely complex theological concepts such as salvation at Easter. Consideration of the gospel sparks sensitive exploration. For example, pupils consider whether the disciples had mixed emotions about leaving home to follow Jesus. Some first-hand experiences of different religions supplement the knowledge pupils build through well structured lessons. Although they are familiar with different Christian denominations, pupils' knowledge of Christianity as a worldwide religion is less developed.

The school's vision is transmitted through collective worship which unites this community, creating and strengthening its bonds. Pupils would not be without it and staff find it inspirational. The spiritual leadership of the headteacher, and the close involvement of the local vicar, enrich worship for the whole community. Relevant themes shared with staff and pupils connect pupils and adults to Jesus through prayer and biblical teaching every morning. Parents report examples of how these themes resonate beyond the school day. They are moved by how they prompt pupils to act. Candles, modern visual resources, music and silence characterise key stage worship. Pupils fully engage with the spiritual spaces created for them. Worship is typically rich and varied. Pupils experience a range of settings, styles and leaders. They include formal Christian festivals in St John the Baptist, prayer partners in school, and ministers from other local churches. Some older pupils take on very impressive levels of responsibility for independently planning and leading worship every week. Prayer is central to the life of the school. Pupils of all ages naturally create and share deeply thoughtful prayers. However, relatively few plan and lead worship for others. Together with RE, worship strengthen pupils' inner lives. They are enabled to make links between the Bible, their lives and the challenges they encounter. Worship meets the needs of the community as well as individuals, providing tremendous support when the community faced tragedy and uncertainty.

Crowthorne's Christian vision, with its emphasis on the inspiration of Jesus, inspires the community and serves it well so that adults and pupils flourish together.

Headteacher	Ruth Jackson
Inspector's name and number	Elaine Skinner 914