

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Chadsmoor Church of England Voluntary Controlled Junior School

Burns Street, Chadsmoor, Cannock, WS11 6DR

Current SIAMS inspection grade	Good
Diocese	Lichfield
Previous SIAMS inspection grade	Good
Local authority	Staffordshire
Date of inspection	22 March 2018
Date of last inspection	19 March 2013
Type of school and unique reference number	124240
Executive Headteacher	Jennie Westley
Inspector's name and number	Marianne Phillips 586

School context

Chadsmoor Junior school is a smaller than average primary with 237 pupils on roll. The numbers of pupils eligible for free school meals is above national average. The majority of pupils come from White British heritage. There are 12 pupils, for whom English is an additional language. 20% of pupils are judged to have special educational needs. This is above national average. The executive headteacher has been in post since Easter 2017. The school is federated with a community infant and nursery school.

The distinctiveness and effectiveness of Chadsmoor Junior School as a Church of England school are good

- The executive headteacher has a strong spiritual vision for the school, that is strengthening the partnership across the federation and building a sense of unity, underpinned by agreed Christian values.
- The partnership between the executive headteacher and the deputy headteacher is effectively driving standards and the Christian distinctiveness of the school, through their shared commitment to each child and their family.
- The nurturing school family caringly supports individual need, through a focus on agreed Christian values, lived out daily.
- The team commitment of staff to drive the Christian distinctiveness of the school, through their shared values and vision, that ensures they are all, 'Enjoying Achieving Together'.
- The high standard of behaviour, that is underpinned by the Christian values of compassion, hope, forgiveness and respect, builds confidence in all pupils and encourages them to move forward, supported by the close relationships that exist.

Areas to improve

- Strengthen the role of the foundation governors, to enable them to rigorously monitor the quality of worship and religious education (RE), to support the school's drive to be a distinctive, Christian school.
- Establish the role of the worship committee, to develop them as regular leaders and evaluators of worship, to support the spiritual life of the school and to ensure the quality of the worship experiences for all.
- Empower pupils, across the school, to share their opinions, through regular pupil conferencing, focusing on all aspects of the school life, to support the drive to be an outstanding, church school.

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

Chadsmoor Junior is a school where all pupils thrive, through the strong relationships, that are founded on agreed Christian values. They are loved and cared for as members of the school family. As a result, they grow confidently, nurtured by the school's caring, inclusive ethos. The shared vision, encouraging, 'Enjoying Achieving Together', is led by the strong spiritual leadership of the executive headteacher. She has established an effective partnership with the deputy headteacher. Together they are committed to raising standards, consistently across the federation, establishing a sense of unity and team. Core values have been agreed across both schools. Staff, from both schools, have been released, to build a shared purpose, to strengthen relationships and consistency in practice. The school also works closely with its parents, who confirm, 'This school offers support to us and our children, beyond the school day. Communication is excellent and staff know the needs of the community and are loyal to us.' As a result, parents feel welcome and are proud of the school and its rich history. They appreciate the links with the church of St Chad's. The previous minister and church warden were regular visitors to the school. They were fully involved in the spiritual life of the school, leading worship and supporting RE. They rigorously monitored the quality of these aspects of Christian distinctiveness and were effective in building strong links. During the interregnum, over the past year, the links have been sustained through the current minister. She leads services at the church, meets with the school leaders and supports RE at school. Monitoring has been done by school leaders. They have introduced systems and structures, that ensure they can track the progress of each child, across all subjects. Children enter the school displaying skills that vary each year. Work has been done across Years 2 and 3 to support their transition and to ensure leaders know their needs. Consequently, funding from government grants and the school budget is targeted to provide support. Learning mentors, teaching assistants and teachers work together as a team committed to the individuals they serve. 'Red pen time' and 'feed forward marking' strategies, offer time before school for pupils to respond to teachers' marking. Curricular challenges such as 'sick sentences' and 'Pobble', an on-line publisher, build skills in writing and enthusiasm to write. 'Reasoning Ron the Rhino', mathematics and reading challenges are effective in creating positive attitudes to learning. As a result, pupils of all abilities are making accelerated progress. Consequently, by the time they leave school, learning outcomes are in-line or above national expectations. Pupils enjoy school, feel secure and happy, sure that, 'If somebody falls, out it is sorted. Our values of respect and forgiveness help. No one judges you in this school. Our teachers want us to follow the right path.' As a result, behaviour is of a high standard and attendance is good. If the pupils make the right choices, in their work and relationships, they are rewarded with 'Golden Time'. The school council, new worship council and house system and captains, offer roles for pupils to take additional responsibilities. Pupils holding these positions are sure they are making a difference to the life of the school. The school council has recently canvassed the views of the pupils about school meals. 'We know what pupils like and this will help the meals to improve.' The worship committee is representative of the faiths of the pupils of the school. 'We enjoy RE and worship and want to help all the pupils to learn about different cultures and beliefs.' They are keen to lead worship. School leaders have prioritised this to harness their enthusiasm, building their skills, to support the spiritual life of the school. Pupils questioned all enjoy RE and it is an important subject in school. It challenges pupils to learn about faith and belief to help them develop spiritually. Questionnaires, pupil conversations, books and displays evidence this. It is helping to develop pupils' understanding of varied forms of Christianity and other world faiths. Visits and visitors are also features of the school's curricular experiences. The focus on prayer and reflection is fostered through reflection areas in classrooms and around the school. These areas have a cross, a candle and the Bible as core features. The limited space, in some classrooms, is a challenge for leaders and teachers to make these interactive and engaging. The Millennium Garden also supports pupils' prayer lives. Consequently, pupils are keen to pray and do so at different times throughout the day. This is one of many characteristics that makes this school an effective and distinctive church school.

The impact of collective worship on the school community is good

Worship is a key part of daily life. All staff lead worship in whole school, classroom or church settings. All pupils, regardless of faith or background, engage respectfully with the worship experiences. Consequently, worship is effective in supporting the spiritual life of the school family. All pupils questioned enjoy worship. They particularly enjoy the services in church and enthusiastically share their views about their experiences. 'God is there with us. He knows we respect the church. He listens to our prayers and helps us. Jesus is the human being of God. He is called the Light of the world.' These, and other recorded comments, illustrate the way these pupils are growing spiritually, through their worship experiences. Worship focuses on half-termly values that are guided by the teachings of Jesus. There are links between worship, RE and the teaching of spiritual, moral, social and cultural (SMSC) awareness. Worship leaders use reflection and prayer time effectively, to explore how the focus value can help to guide life choices. Music is used, together with the lighting of a candle, to welcome pupils and staff to worship. These help create a calm expectancy, as everyone present focuses on the courage of Daniel in the lions' den. Further examples, through the story of the Wizard of Oz, explore the importance of courage in our relationships and lives. Pupils, of all ages and cultures, contribute through discussions that address issues in their daily lives. The newly established worship committee are currently exploring their role through regular meetings. They are enthusiastic to take

greater responsibility in planning, delivery and monitoring of worship, particularly in classroom settings. This is a priority for school leaders. Worship is predominantly Christian, and celebrates the Anglican traditions of the school through responses and prayers. The services in church celebrate the Christian calendar and also support the school's Anglican foundation. Special services support pupils' transition from Year 2 to Year 3, Harvest, Christmas, Easter and Year 6 leavers. The minister and other church members, help to share the leadership. Parents attend and enjoy celebrating these occasions with their children. Worship is currently monitored by school leaders and staff. Parents and pupils currently share their views informally, or through questionnaires. It is a priority for the executive headteacher and her deputy, to re-establish the role of governors as evaluators. Also, to develop the timetable of monitoring, to regularly draw on the views of pupils. Current monitoring is developing an understanding of the strengths of worship and building quality. This ensures that it meets the needs of attendees and to provides support for the spiritual life of the school..

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

The executive headteacher, through her clear and effective leadership, is creating a team commitment towards the shared vision and values. 'Enjoying, Achieving Together', is the motto, underpinned by agreed Christian values, lived out daily. Compassion and the active care of the community it serves, is guided by the teaching of Jesus. The partnership between the executive headteacher and her deputy, enables them to speak with one voice. This is building consistency, raising standards and growing relationships across the federation. The commitment to each individual ensures their needs are known and understood. School systems and approaches to learning, target need and build success, through their inclusive strategies. As a result, pupils of all abilities, backgrounds and faiths grow in confidence as young, caring citizens of the future. As parents explain, 'This is a respectful, caring school family. Respect for all traditions and faiths is taught, so that pupils can make their own choices about faith, in the future, preparing them for the multi-cultural world they live in.' The experienced RE and worship leader has established effective planning and policies that meet statutory requirements. These follow the Staffordshire Agreed Syllabus and the guidance from the diocese, shared during Understanding Christianity training. This has led to pupils and their teachers exploring core Christian principles, such as 'the Resurrection', within their RE lessons. This is broadening pupils' understanding of Christianity and other religions in a multi-faith world. Leadership, at all levels is facilitated, through professional development and team building challenges. Leaders have high expectations. Their approaches are building capacity and strength, supporting the future development of the school. Links with the church of St Chad's have been sustained, through the interregnum. These are important to all stakeholders and have been supported through the work of the minister and school leaders. There is an effective cycle of review and monitoring undertaken by school leaders. This ensures the school is focused on its journey to become an outstanding church school. Developing the roles of foundation governors and the worship committee, in this cycle, is a priority for the school. School leaders are working hard to achieve this. Links with the diocese are strong and effective in supporting school improvement and school leadership. The development points from the previous inspection have been addressed, but continue to be a priority for the school.

SIAMS report March 2018, Chadsmoor VC Junior School, Cannock WS11 6DR