

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Chew Stoke Church of England Primary Academy			
Address	School Lane, Chew Stoke, Bristol. BS40 8UY		
Date of inspection	12 March 2020	Status of school	A stand-alone academy inspected as voluntary aided.
Diocese	Bath and Wells	URN	138617

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	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent

School context

Chew Stoke is a primary school with 181 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 below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The school is a stand-alone Academy, but works closely with local schools as part of the Chew Valley cluster.

The school's Christian vision

Confident in Learning, Caring in Life

This was chosen by the whole school community in 2018, it is underpinned by a number of bible teachings, including the parable of 'The Good Samaritan' - Luke Chapter 10. In Verse 27 Jesus said: 'Love God, Love Yourself, Love your Neighbour'.

Key findings

- The vision is embedded and informs the strategic direction of the school. It is clearly reflected in the excellent behaviour of pupils and the quality of care and respect they show to all.
- The vision inspires staff to create innovative approaches to meet the needs of all, enabling them to flourish. Pupils are confident to become advocates for change and take responsibility for the world.
- There is a rich culture of aspiration where pupils are enabled to be the best person they can be. Pupils make impressive progress and attainment is consistently high.
- Collective worship inspires pupils deepening their understanding of the vision and values. The worship ethos and equality team (WEET) make an impressive contribution to developing new approaches. However, pupils' understanding of some of the main Christian festivals is not fully developed.
- Leaders are ambitious and passionate about the work of this Church school. There is a relentless drive to meet the diverse needs of all. At present the school has not established a partnership with a global community.

Areas for development

- Establish a partnership with a global Anglican community so as to deepen pupils' understanding of disadvantage and deprivation.
- Extend pupils' understanding of all of the main Christian festivals so they understand the significance of these for Christians.
- Further develop the moderation of work in religious education (RE) in order to enhance partnerships and share the school's excellent practice with other schools.

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

The importance of the vision is effectively summed up by a pupil's comment, 'this is what everyone does and tries to become'. Leaders confidently articulate the theological principles underpinning the vision. They report their aim is to seek to show God's love for all, as everyone is special to God. Leaders point to Jesus' teaching about loving God, ourselves and our neighbours. Pupils make informed links to the parable of the Good Samaritan to show how each is a neighbour. The vision is fundamental to shaping the school's strategic direction. All improvements link to either enabling pupils to flourish or how they can care for others. Pupils articulate that the vision challenges them to achieve their God-given talents and be the best person God made them to be. Staff model Christian values in their daily interactions. The impressive staff team work extremely well together. Leaders are ambitious and enthusiastic, continuously seeking to inspire pupils.

Staff are inspired by the vision to create innovative approaches that enable all to flourish. Pupils have an exceptionally influential voice in the school's development. They act as associate governors and discuss a range of identified issues with peers weekly. These include whether all pupils are engaged and challenged in learning. They annually give feedback to governors, shaping actions. Leaders make bold decisions to welcome pupils who have a high level of need which reflects the vision. Innovative approaches meet a range of specific needs including creative strategies for pupils with cerebral palsy and autism. These have been recognised by the local authority who have supported the school in sharing approaches. These have transformed pupils' attitudes towards learning so they can overcome barriers. Pupils' understanding of spirituality became the agreed definition which they are confident to discuss in considerable depth. An exceptionally detailed plan for each age group deepens pupils' understanding of the importance of these ideas. For example, a cameraman for natural world programmes and an explorer of Peruvian forests shared experiences. These stimulate rich interactive discussions which lead to pupils caring for the world.

Collective worship is inspirational and inclusive. It is the focal point that shapes the start of each day. The worship ethos and equality team are at the forefront of raising the quality of worship. They plan and lead worship regularly. However, they go beyond this by evaluating and shaping class reflection areas. In RE lessons they act as mentors helping peers to understand new ideas. They also help younger pupils write prayers and they organise activities for the spiritual garden. WEET are developing creative approaches to agape services which have links with the Eucharist. The diocesan youth chaplain shares these innovative practices across other schools. Collective worship significantly deepens pupils' understanding of the vision and Christian values. Pupils of no religious faith confidently articulate the importance of Christian values. Pupils have a rich understanding of prayer, they see it as a natural way of expressing their thinking and respond spontaneously to new ideas. Pupils value this time to be calm, so they feel special. They have an extensive biblical knowledge and use this to make links to their own actions. They have a secure understanding of most of the main Christian festivals, although there was confusion about the meaning of Pentecost.

A distinct culture of aspiration reflects the vision and raises pupils' confidence. Staff set very high expectations challenging pupils to consider the more difficult questions. The number of pupils achieving the higher levels in the core subjects is exceptional, with the majority achieving at least national averages. The provision for vulnerable pupils is outstanding, who often make similar progress to their peers. Curriculum opportunities enable pupils to flourish. There are excellent examples in sport where the school has a platinum award. Pupils talk excitedly about music and the opportunities to sing in theatres, such as Birmingham. These inspire pupils to become outstanding advocates for change. A pupil championed caring for the world, starting an eco-club. His film on saving energy has inspired others across the country changing school and community practice about waste.

Strong partnerships are embedded with local churches and the diocese. Ministers are frequent visitors, supporting worship and extending pupils' thinking using philosophy for children. The WEET group make presentations to the parish church council of their work, strengthening links. The partnership with the diocese led to new approaches to RE being introduced. Despite the school's best efforts a partnership with a global community is not established. Pupils develop their understanding of disadvantage and deprivation through curriculum opportunities. Governors are knowledgeable and dedicated. A robust monitoring plan, with specific foci are

agreed. Conferencing with pupils and working closely with associate governors informs improvements. A good example is raising the profile of class reflection spaces.

The RE subject leader is passionate, dedicated to her role continuously enhancing practice. She has creatively woven RE opportunities into other subjects so its relevance is raised. The use of big questions nurtures high quality discussions where pupils are safe to share their ideas and refine their views. They have an extensive knowledge of specific religious vocabulary and make informed links with new ideas. Pupils' understanding of key Christian concepts is outstanding. The excellent work on this was recognised by the diocese as being exemplary. A wide understanding of other world faiths, informed by visits, leads to a high degree of respect. Assessment is robust. A new innovative tracking system monitors pupil progress. Whilst judgements have been moderated internally this has not been undertaken with other schools. The subject leader shares high quality practice with the RE hub and other schools. A variety of imaginative approaches engage pupils. Pupils say they enjoy and are challenged by RE.

The vision is overwhelmingly evident in the quality of relationships and pupils' behaviour. Pupils treat one another with a high degree of dignity and respect which they attribute to the vision and Christian values. Older pupils support younger peers with minor behaviour issues referring to the values. Pupils confidently explain the importance of forgiveness. The special profile of mental health is recognised. A qualified counsellor listens and works with identified pupils and families. Pupils know a variety of relaxation strategies which they say help them to be calm. There are a number of impressive examples of staff going beyond expectations to care for families and make a real difference.



The effectiveness of RE is Excellent

Pupils' standards of achievement at the end of Key Stage 2 is exceptional, particularly for those pupils achieving the higher levels. Pupils make excellent progress, with vulnerable pupils confident to verbalise the depth of their ideas. The quality of teaching is at least good with a significant number of lessons being outstanding. This continues to rise through the sharing of excellent practice and focused support from the subject leader.

Headteacher

Ben Hewett

Inspector's name and number

Revd David Hatrey 844