

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

<b>Stock Church of England Voluntary Controlled Primary School</b>	
Swan Lane, Stock, Essex, CM4 9BQ	
<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	Chelmsford
Previous SIAMS inspection grade	Outstanding
Local authority	Essex
Date of inspection	27 June 2017
Date of last inspection	June 2012
Type of school and unique reference number	Primary 115120
Headteacher	Alina Clay
Inspector's name and number	Gillian Holmes 849

### School context

Stock Primary School serves its village and the rural community surrounding it. Some pupils come from the neighbouring town of Billericay. It is situated in the heart of the village and is on a shared site with the public library and the pre-school. The majority of pupils are from White British backgrounds. The school has a below average percentage of pupils from socially or economically deprived backgrounds or with special educational needs. The headteacher and her deputy have been new to the school since the previous denominational inspection. In February 2017 the school received a good Ofsted grading.

### The distinctiveness and effectiveness of Stock as a Church of England school are outstanding

- Experienced governors work very effectively with the committed leadership to ensure good outcomes for pupils.
- Embedded gospel values underpin all of the school's policies and practice. As a result the school is a warm, caring and nurturing place.
- High quality worship and religious education (RE) contribute significantly to the development of the Christian ethos and to pupils' spiritual journey.
- There are very close supportive links between the school, the local church and the village community.

### Areas to improve

- To utilise outside space effectively by developing a reflection garden. This will provide learners with an opportunity to engage in high quality reflection in order to contribute to their personal spirituality.
- To promote the embedded school's gospel values to pupils' parents and carers. This will enable pupils to see the impact of the values at home as well as at school.

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

The school's policies and practice are underpinned with a well-defined school aim, 'to nurture pupils to develop a love for learning and life in a caring Christian community' and seven gospel values. The values, koinonia, compassion, forgiveness, justice, trust, endurance and thanksgiving are very clearly expressed in Christian terms and underpinned by biblical examples. The gospel values are both explicit and implicit and are referred to throughout the day not only in worship and RE but in all other activities. The values are clearly communicated to all stakeholders on the school website. The school rightly prides itself in enabling all pupils to make expected or even better progress. The school data indicates that attainment is in line and in many cases above the national average in English, mathematics and RE. This is due partly to the good and often outstanding teaching and to the positive attitude of pupils to engage with their learning. It is also positively influenced by the underlying Christian ethos and the school's gospel values. Pupils who have special educational needs or pupils who are underachieving are promptly identified and receive targeted interventions delivered by class teachers and well-trained support staff. This ensures that all pupils can access the full curriculum. The embedded gospel values impact very positively upon pupils' behaviour and relationships between pupils and with adults is excellent. Pupils are polite, well-mannered and proud of their school and what they can achieve. They are confident at expressing their ideas and opinions as there is a culture of respect. Pupils are able to articulate the Christian underpinning of their actions in school but they are not all as confident at transferring them outside of the school. There have been no exclusions and incidents of bullying are very rare but are dealt with swiftly and fairly. This is in keeping with the school's Christian ethos of forgiveness and compassion. As an expression of its caring Christian ethos, pupils enjoy coming to school and so attendance is excellent. The Christian ethos is displayed throughout the school in inspiring, reflective displays and photographic records of pupils' achievements in all areas of art, sport and academic excellence. Pupils talk enthusiastically about RE and worship. Both are used to introduce pupils to the festivals and lives of people of faith, both Christian and from other main world religions. This encourages pupils to draw parallels between the different faiths and to develop greater understanding of diversity and difference. Pupils have opportunities to learn about the lives of children in other countries which has contributed very well to their understanding of Christianity as a world faith. RE and worship support pupils' outstanding spiritual, moral, social and cultural (SMSC) development. The curriculum is used very effectively to give pupils opportunities to explore moral and ethical issues. An example of this has expressed itself through pupils' enthusiasm and energy which they have invested in fund-raising for people less fortunate than themselves. Visitors to the school and a recent art project have supported pupils' developing awareness and understanding of different cultural traditions very well.

## **The impact of collective worship on the school community is outstanding**

Daily worship is very well planned and delivered. This clearly expresses its central importance in school life. The gospel values are an integral part of the planning. There is strong pupil involvement in both leading and evaluating worship which contributes significantly to pupils' enjoyment, enthusiasm and very positive attitudes to worship. The spiritual group, pupils who have volunteered from across the school, meet once a week with the worship leader. The group is proactive. They recently designed and carried out a pupil survey on worship, the results of which have already refined practice. The group has begun working on writing a new school prayer. This shows their willingness to engage with prayer and its relevance in school life. Pupils understand the importance of prayer. The Lord's Prayer is used regularly in worship and pupils understand something of its significance for Christians. Prayer happens regularly through the day. Pupils are chosen daily in collective worship to read prayers, the majority of which have been written by the pupils. Pupils' prayers not only include thanksgiving but also reflect the outworking of the school's gospel values. Pupils are encouraged to have a short time of reflection before they pray, both in worship and in the classroom. Consequently, this enables pupils to consider what they have heard and how it can be applied to them and which gospel values are being illustrated. Reflection and prayer together support pupils' spiritual journey very well. Every class has a reflection area where there are Christian books and inspirational displays to support this. To develop this further plans are already in place to utilise some outside space more effectively for prayer and spiritual reflection by creating a reflective garden. Pupils practice their gospel values of compassion and justice through a wide range of charity fundraising events. The pupils choose the charities they wish to support and each class plans and carries out one event each year. A church school links committee comprising of the headteacher, the vicar and foundation governors, meets half termly to plan worship for the pupils in the school and in the local church. The services celebrate the main festivals of harvest, All Saints day, Christmas and Easter. These events help pupils to appreciate that worship can take place in different forms and different places. The vicar is a regular visitor to school and has ensured that the pupils have a growing understanding of Anglican beliefs and

practices. An example of this was the very successful Year 3 and 4 project on the stations of the cross. This project reflected deeply on the Christian beliefs around the events of the crucifixion and resurrection. It included researching the events of Easter week, art work and drama and culminated in a service planned and led by the pupils for the school and parents. Pupils have a growing biblical knowledge which includes an understanding of the Trinity, that is God as Father, Son and Holy Spirit. Staff are all involved in different aspects of daily worship and visitors from other local denominations and faiths contribute to widening pupil's spiritual experiences. Senior leaders and foundation governors regularly monitor worship. Feedback is shared with all staff and governors and contributes effectively to future planning.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The headteacher has a clear, strong vision founded on the school's gospel values which she and her staff communicate effectively. Based on these values the staff team and governors support the school in being a welcoming, caring, inclusive and celebratory place. The headteacher and deputy head have built upon and enhanced the Christian ethos nurtured by the previous headteacher. They have been ably supported by a committed staff team and effective governors. The school has successfully addressed the areas for improvement from the previous denominational inspection. For example, pupils now play a greater role in leading worship and governors now regularly listen to the views of parents, pupils and staff on worship. The experienced and competent leader of both RE and collective worship ensures that these areas have a high priority and that staff are given appropriate training and resources to deliver excellent practice. Arrangements for RE and worship meet statutory requirements. The whole curriculum is underpinned by a Christian vision for education agreed by all the staff. Governors competently fulfil their role of strategic partners in leading the school. They know the school well and are closely and effectively involved in monitoring and evaluating it as a church school. All staff work together to enable effective self-evaluation and in planning the ongoing development of the school. Foundation governors fulfil an effective monitoring role in ensuring that the gospel values, RE and worship continue to contribute to enhancing the school's Christian distinctiveness. Parents are actively involved in the life of the school as a church school through regular invitations to events and the informative website. Their views are frequently sought, valued and acted upon. The very active parent association raises money for the school and supports the school links with the church and the community. The school is the centre of the community with the public library on the school site. Links with the Diocese and accessing diocesan training has supported the school leadership and all staff to have a growing understanding of leadership in a church school. Staff and pupils also benefit from being part of the Billericay consortium trust, a group of local schools who meet together regularly. This provides valuable continual professional development for staff and opportunities to share expertise across the curriculum. It also allows staff to check their judgements of pupils' standards and progress by moderating pupils' work. Pupils have the opportunity to join with pupils from the other schools in the consortium for cultural events such as the music festivals and a range of sporting fixtures.

SIAMS report (June 2017) Stock CE (VC) Primary School, Essex, CM4 9BQ