

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

### Costock C of E Primary

<b>Address</b>	Main Street, Costock, Loughborough, LE12 6XD		
<b>Date of inspection</b>	3 July 2019	<b>Status of school</b>	Voluntary controlled primary
<b>Diocese / Methodist District</b>	Southwell and Nottingham		<b>URN</b>   122756

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

#### School context

Costock is a primary school with 88 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 or disabilities is in line with national averages. The headteacher has been in post since 2009.

#### The school's Christian vision

As God's children we shine because every child's a star. Every day at Costock Church School we are experiencing and learning, service to God, each other and ourselves, truth, acceptance and respect. (These values are linked by the mnemonic S-T-A-R).

#### Key findings

- Relationships at all levels are a strength of the school, promoting all pupils' spiritual development.
- The leadership of the headteacher and the coordination of religious education (RE) and collective worship are great strengths. These nurture pupils both of faith and different world views.
- Support for disadvantaged pupils and those with specific needs is individual, so that each pupil feels valued in their own right as a child of God.
- The lively and stimulating curriculum enables pupils to develop their own spiritual pathway, so that they understand the created world and their roles as global stewards.
- Governors faithfully support the school, but do not formally evaluate Christian distinctiveness, so that their expertise is not fully engaged in planning the church school's future.

#### Areas for development

- Ensure that governors take a systematic role in monitoring, evaluating and developing the Christian distinctiveness of the school, so that they have strategic involvement in its future growth.
- Develop the links with St. Giles' church, so that pupils see the building as a resource for learning about Christianity as a living faith.
- Broaden the range of providers for collective worship, so that pupils meet people from a variety of Christian backgrounds, thus widening their views of ways in which Christians worship.

## **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**

Costock is a lively and happy school, promoting learning with an ethos based on the teachings of Jesus. Its community is proud of the school, particularly that no child is allowed to fall behind. Servant leadership is key to its rating as good, because leaders and adults care so passionately for the welfare of the pupils. They do so with humility, unselfishness and tirelessly, so that they are living examples of the difference the school's values can bring.

A clear Christian vision, based on S-T-A-R, under-pins all experiences of learning at Costock Primary. Since September 2018, this has been linked in displays and on the school website with, 'as children of God, shine among them like stars in the sky', a verse which reminds pupils of the roots of faith in Jesus and scripture. The values of service, truth, acceptance and respect are explored with pupils formally at the start of each year and daily through the awards system. The vision empowers learning, which is based on a growth mind-set in which challenges are regarded as opportunities, and the key adage is, 'we do not say we can't do it, but we can't do it yet'. The impact is shown in improving performance data, in which outcomes for the youngest pupils are above the national average. Each pupil is valued as made in God's image, so that most pupils progress well to the end of Year 6, with significant numbers excelling in reading. Big questions displayed weekly ensure deep discussion in RE, providing reflection and a rich variety of answers.

The needs of pupils with special educational needs and disabilities (SEND) are fully met. Support is specific and targeted to need, so each pupil feels valued as a child of God. Attendance is consistently high, since pupils enjoy school and feel loved. Relationships at all levels are a strength of the school, with rare bullying and squabbles quickly settled. Pupils display pride in their work, seeing giving one's best as part of service. Their kindness to others includes supplying resources to ill youngsters in hospital over Christmas. School Council are active, admitting that forgiveness and reconciliation are challenging virtues, but striving for them just the same. They enjoy residential and extra-curricular opportunities to expand learning. No examples were cited of really bad behaviour so exclusions are unknown.

The curriculum stimulates all pupils with a sense of wonder at God's creation, so they see themselves as stewards of the planet. Pupils link their spiritual awareness with well-known Bible stories, often first met through collective worship. RE expands their knowledge and contributes powerfully to the spiritual, moral, social and cultural (SMSC) development of the pupils. This is because it is well organised and led, fitting in seamlessly with the other curricular themes. So Years 5 and 6 pupils knew the difference between tolerance and acceptance, as well as why this school core value was more inclusive than mere tolerance. The 'Understanding Christianity' resource has widened the number of staff delivering RE, facilitating a clarity of assessment. Pupils learn from people with a faith or culture different from their own, expressing admiration for the dedication of Muslims in fasting and making pilgrimages for Hajj. Significant sums have been raised by pupils for education in Kenya, the Friary and the Children's Society, showing that both service and respect are values pupils love to share with others.

Collective worship is both physically and spiritually at the heart of this school's Christian vision. A well planned programme ensures pupils are familiar with school values, Bible stories, some Anglican liturgy and the centrality of prayer in worship. The programme does not include regular input from local clergy, or from representatives of other denominations. Music and lively singing engage each pupil in worship. Costock pupils are aware of plastic pollution and the melting of the ice-caps, remembering worship which has focussed on these challenges. They are directing their minds to be courageous advocates of practical solutions to global problems. Collective worship includes a school prayer, with set prayers being used throughout the day, contributing well to their spiritual development. Pupils see prayer as personal and intercessional and are aware of prayer for being sorry, worship and thanksgiving. They readily feedback evaluation of collective worship to the programme coordinator, thus affecting planning of worship in an organised way. There is not as yet a similar involvement of governors in monitoring worship, nor a systematic way of them helping to develop the other aspects of school life contributing to Christian distinctiveness.

Older pupils readily discuss the problem to faith posed by evil, recalling a discussion with the priest-in-charge at St. Giles' Church. Pupils value visits there for Christian festivals and leavers' service but are not using the church building as a resource for learning. Pupils relate Advent, Christmas, and Easter to Bible readings, explaining their significance to the teachings of Jesus. They have a clear concept of the trinitarian

nature of God, realising that God's spirit is ever-present. Parents are complimentary of the school's Christian values, joining collective worship in large numbers and expressing gratitude that the school is inclusive of those with faith or none. A wide range of visitors is made welcome in the school, sharing the school's value of service by constructing the prayer garden. One teacher received extraordinary support in her plan to turn a neglected area into a sensory garden. This garden exemplifies the school's SMSC curriculum, involving all irrespective of status, need or disability, and acting as an exemplar of how to improve areas of creation others have neglected.

Staff are well motivated and trained in delivering the school's vision and values, with input from the diocesan adviser. They go the extra mile, they answer parents' concerns swiftly and effectively, always in the context of service and truth. They are being well prepared for leadership roles either within the diocese or beyond. One said this was the first school where she felt her service was fully recognised. Leaders were particularly praised as being highly approachable and ready to spring into action, displaying faultless adherence to the values of the school. Leaders have carried out all actions from the previous inspection, so that the school is clearly distinctive. Staff felt they were encouraged to innovate, so that the school was tangibly improving, in service to the pupils, their families and community.

Headteacher	Jane Mellor
Inspector's name and number	David Shannon 617