

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Castlemorton Church of England Primary School			
Address	Church Road, Castlemorton, Malvern, WR13 6BG		
Date of inspection	10 March 2020	Status of school	Diocese of Worcester Multi-Academy Trust Inspected as a VC school
Diocese	Worcester	URN	145837

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 Judgement	The impact of collective worship	Grade	Excellent

School context

Castlemorton is a primary school with 89 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 but higher than in the surrounding area. The proportion of pupils who have special educational needs is above national averages. Following the last Ofsted inspection, which graded the school as requiring improvement, the school has become part of a multi-academy trust.

The school's Christian vision

An inclusive Church School with a *commitment* to providing quality education that meets the needs of ALL. Creating successful learners, confident individuals and responsible citizens through a Christian approach of love, care and cooperation, so that everyone has confidence and a lifelong love of learning in order to flourish as human beings. Love learning, enjoy life and care for one another

LOVE 1 Corinthians 13

LIGHT Matthew 5:16

ALL Luke 15

Key findings

- The exceptionally strong leadership of the headteacher has created a vibrant Christian community in which all members flourish. Dedicated staff and highly skilled governors share the Christian vision which inspires and directs all aspects of school improvement.
- The school's innovative approach to curriculum planning and delivery, effectively linked to the vision, is successfully tailored to meet the needs of all pupils, including the most vulnerable.
- Collective worship is relevant and vibrant. Pupils are very involved in worship and confidently plan, lead and evaluate, all of which impact positively on the life of all the pupils.
- Inspirational and challenging religious education (RE) enables all pupils to engage with the big questions of life with confidence and integrity.
- The school has developed exceptional partnerships with other schools in the academy and has an impact on schools through sharing of good practice. This helps to strengthen links and enrich the lives of pupils across the academy.

Areas for development

- Enable pupils to develop a greater understanding of the diversity of Christianity within the United Kingdom and beyond, through exploring different Christian denominations
- Develop more permanent reflection areas in classrooms so that pupils can have an indoor area to focus, reflect and enhance their personal spiritual development.

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 school has a deeply embedded Christian vision, with a well-defined biblical basis effectively underpinning it. The longstanding vision shapes its Christian and inclusive service to all pupils, staff and the wider community extremely well. The headteacher, staff and governing body work proficiently to ensure that the school's vision is successfully woven into and drives forward developments. For example, it enables innovative choices about the curriculum to be made, guides decisions about financial matters and inspires choices for on-going staff training and professional development.

The Christian vision and values of care, commitment, cooperation and confidence underpin all practices and policies of the school, resulting in a broad and rich curriculum which enables all to flourish. The school introduced Carletta the robin, Carden the bee, Colbie the ant and Cy the butterfly as a way to help the younger pupils understand the values at a level they can relate to and appreciate. Conversations with pupils show this has been very successful and even the younger pupils understand the importance of the school values. Families new to the school speak about the way the vision and values underpin everything. Parents relate how the values of Castlemorton have helped their children flourish at secondary school.

Governors are passionate about the work of the school. Through regular monitoring visits they have a clear idea of school performance, achievement and the way the vision is being lived out. Well-devised monitoring forms, which include a specific section on reporting how the vision can be seen in action, enable governors to monitor and collect information which leads to future development. Governors speak of how the vision influences all their decisions. An example given was their decision to support the pre-school in integrating with Reception class to deliver the Foundation Stage curriculum. Parent Forum meetings and an open-door policy ensure that parent views are valued. Firmly embedded partnerships exist with all the schools in the academy which has a wide impact on raising standards across the academy. The headteacher leads a curriculum development group and has been instrumental in sharing the innovative Castlemorton curriculum with all. Other staff have also worked across the academy schools sharing their expertise and experience. The diocese values the contribution the school makes and sees it as an exemplar of good practice for other church schools.

Links with St Gregory's Parish Church are very strong. The parish priest, foundation governors and other members of the church community provide excellent support to all stakeholders. The specifically formed foundation governor committee enables more time to be dedicated to looking at the school's Christian distinctiveness. The school uses the church for services, curriculum experiences and as a space for all to reflect and find peace. At times of great difficulty, for example bereavement, staff will take pupils to the church to say a prayer or find a moment of stillness.

Pupils enter Castlemorton with a mixed range of needs. High quality teaching is targeted well to meet the learning needs of all pupils. The highly innovative curriculum has the four core Christian values at the heart of it and pupils talk about how everything is linked to the values at the centre of the curriculum wheel. Pupils are excited by the highly creative curriculum which is enhanced by outdoor learning, educational visits and the provision of after school clubs. Vulnerable pupils, and those with special educational needs are well supported despite financial restraints. Parents of children with special educational needs are offered 'drop in' sessions and a chance to talk. As a result of the school's Christian vision staff are unwavering in their commitment to transforming every pupil regardless of their ability or background. The school has thought carefully about what spirituality means to them and a rich array of opportunities develop capacities for pupils to respond, reflect and consider how they can live their life in all its fullness.

The school encourages all pupils to reflect on the big questions and make positive choices in their own lives. Through support for local, national and global charities pupils understand the need, and have the ability, to put others before themselves. The exceptional and highly effective link, from 2003, with a school and nursery in Gambia has led pupils to have a sympathetic understanding of difference, diversity and inequality. A pupil explained that 'Gambia is a poor country, but their hearts aren't poor- they are rich in spirit.' Pupils from both schools have opportunities to complete similar tasks around a shared theme which are then exchanged. Staff, family

members, students, an ex-pupil and a parent have visited Gambia which impacts on the link in a positive way by demonstrating the Christian values of the school. Parents speak highly of the annual Gambia Supper and Quiz which not only raises money for Gambia but also draws together all members of the community.

The Christian vision and associated values underpin relationships at all levels. Staff remark that everyone in the school family cares and supports each other. The headteacher is highly regarded by all stakeholders and staff wellbeing is fully supported by her. A caring, Christian culture ensures all are treated with dignity and respect, resulting in everyone feeling valued. One staff member remarked that, after joining Castlemorton with very low self-esteem and confidence, the love and support she has received has rebuilt her confidence and allowed her to grow professionally and personally. Pupils are happy and hardworking. They feel safe and their behaviour is exemplary. Governors are very aware of the need to ensure the head also receives support for her own mental health and wellbeing. Consequently, adults within the school flourish because they are supported emotionally as well as professionally.

Collective worship is the heart of the daily 'coming together' of the school. It is distinctively Christian and uses a combination of traditional and modern Christian practices. Elements of Anglican worship are embedded, such as reflection, singing and prayer, enabling pupils to appreciate different aspects of Christian worship. Following the area for development from the last inspection pupils are instrumental in planning, leading and evaluating exceptional worship. Worship every Monday and Thursday is planned and led completely by the pupils. They focus on the Christian values or 'Roots and Fruits' and deliver worship to the whole school. Very comprehensive notes and evaluation of all their worship is kept. The pupils are also aware of succession planning and ensure that new members are equipped to take over when they move schools. In these ways worship is highly inclusive and helps build a strong sense of community. Pupils have a good knowledge of biblical stories, the meaning behind them and how they link to their lives. Services are held in church to celebrate the main Christian festivals, with parents and the local community invited to most. In an effort to make the Christmas service less like a performance, the school asks parents, family members and friends to sit with their children. Readings are shared, ex-pupils return to play instruments and hymns chosen are both traditional and modern. As a result, worship is constantly being refined to meet the needs of the school community.

Pupils are inspired and enthused by RE. The RE curriculum is well planned and inspires pupils to think critically about their own and others' opinions and beliefs. Use of the 'Understanding Christianity' materials ensures that the curriculum for Christianity is rich and deep. Teaching about religions other than Christianity allows pupils to gain a good knowledge of a variety of faiths, which develop an understanding of others and open their minds to tolerant and inclusive thinking. They recognise how important it is to understand what other people believe, so they can learn to live in harmony with all. Parents remark on many detailed conversations they have had following RE lessons, and in particular one about resurrection and death. The RE lead is enthusiastic and knowledgeable, attends diocesan training and has a clear plan to increase the effectiveness of RE within the school. The RE lead is actively involved in leading innovation within the RE hub of five local schools. Assessment is detailed and informative, meaning that staff know exactly what pupils understand and how they can be challenged to improve.

The understanding by all stakeholders that the Christian vision and values are lived out daily makes a truly transformational difference to the lives of pupils and adults.

Headteacher	Janet Adsett
Inspector's name and number	C. Ann Stone 812