

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Coddington Church of England Primary School

Address	Brownlow's Hill, Coddington, Newark NG24 2QA		
Date of inspection	3 July 2019	Status of school	Voluntary controlled
Diocese	Southwell and Nottingham	URN	122754

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	Good
Additional Judgements	The impact of collective worship	Grade	Good

School context

Coddington is a primary school with 446 pupils on roll, including those in Nursery. The majority of pupils are of White British heritage. 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 current headteacher has been in post since September 2018 and the school received an Ofsted judgement of good in January 2019. The school is in a collaboration with Christ Church Infant VA School. The headteacher is executive head over both schools,

The school's Christian vision

Shining the light of learning into the fullness of life (John 10 v.10), we follow our seven rainbow values of respect, happiness, responsibility, friendship, honesty, cooperation and love.

Key findings

- The school embodies its creative and inspirational Christian vision and values. This is seen through the way it welcomes and supports pupils of all backgrounds and abilities, thus helping them to flourish.
- After a year of change and significant challenges, leaders have focused on high expectations and raised aspirations for each pupil as a unique individual within God's creation.
- The strong partnership with the church benefits staff, pupils and their families. The school is blessed with the committed and passionate support of the local vicar.
- Religious education (RE) and collective worship make a positive impact on pupils' understanding of and respect for diversity and difference.
- Children's empathy and compassion for each other demonstrate a living faith and that they 'live well together.'

Areas for development

- Embed robust systems for the monitoring and evaluation of the Christian vision so that it consistently informs the strategic development of the school as a Church school.
- Extend pupil leadership of collective worship through greater involvement of all ages to enhance spiritual development across the school.
- Continue to develop the role of the new RE leader to ensure that learning resources used in RE are matched to all pupils' abilities so that their ongoing progress is clearly evident.

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

Senior leaders and governors, led by the new headteacher, have embraced a period of change in which the Christian vision has been agreed. Clearly rooted in John 10 v10, the school lives out the vision and values in the way it welcomes and supports pupils of all backgrounds and abilities. Parents confirm that pupils flourish because the school has 'a lovely family feel' and teaches Christian values. Shining the light of learning into the fullness of life shapes development planning and is beginning to be seen in policies as they are reviewed. Governors actively support the school and are 'excited by the potential of the new team'. Formal monitoring and evaluation of the impact of the vision is not yet established.

The visionary leadership of the headteacher, ably supported by the senior leadership team and governors, is transforming the school. Changes to curriculum delivery are having a positive impact on progress, particularly for younger pupils. Learning has been enhanced for all by a range of inspiring and motivating topics. They include links to the school's seven rainbow values of respect, happiness, responsibility, friendship, honesty, cooperation and love. Children are beginning to flourish because their progress is tracked carefully to ensure that they are nurtured with bespoke learning and support. This is seen in the inclusion of those pupils with additional needs, some of which are complex and require a high level of support. This includes access to a specialist behaviour and attendance professional shared with the family of schools. The school states clearly that it aims to develop spirituality so that everyone is seen as a 'unique individual within God's creation'. This is beginning to be seen where pupils have considered 'big questions' like 'Why should we forgive?'

Aspiration and hope lie at the heart of the school. Pupils initiate ideas to challenge injustice. They are becoming the agents of change by raising awareness of issues like food waste through preparing films to support 'Maggie's meals'. One pupil explained, 'Everyone deserves a life. It doesn't matter who they are.' Children are encouraged to make decisions about how to raise money. In memory of a pupil and to support his cancer charity, the pupils organised a coin trail which was supported by the whole community. Pupils think globally through a link with Gambia, where books and uniform have been sent.

Empathy is a strong thread running through the school, supported by the use of age appropriate literature. Parents confirm that their children can now articulate the feelings which make them behave in certain ways. They also report that staff are 'very approachable' and know their children really well. There is clear evidence that children work well together and listen to each other's ideas. One pupil said, 'When we have debates we learn to respect what other people believe.' The recent death of a pupil and changes within school have led to some difficult times. All members of staff have the significant pastoral support of the local vicar, who is a regular presence in school. Senior leaders are addressing wellbeing for all through working with other schools on a project for staff. Change is often difficult and leaders have taken brave and ethical decisions in order to ensure that the school provides more consistency in the quality of teaching and learning.

Driven by the vision, the culture of the school is to treat each other with dignity and respect. Parents say that the school teaches children to be 'good human beings' and is therefore inclusive of everyone from a range of faiths and backgrounds. Coddington is a 'Stonewall' school, whereby its inclusion is acknowledged as strong. Diversity and difference are celebrated well within the school's focus on valuing all in its care. Families new to the school from other countries have enriched learning by sharing their faith and festivals. Parents explain that no-one is seen as different because they are all part of the family. In terms of children with additional needs, parents as well as their children are sensitively included and offered support. They attribute this to the willingness of staff to 'go the extra mile' and 'seek solutions to all problems'.

Worship is making a positive impact. A member of staff writes that worship is 'inspiring and encouraging', helping everyone to 'live out the values'. There are opportunities to pray at different parts of the day. Children speak positively about the outcomes from a prayer station focus based on Thy Kingdom Come. This has culminated in a prayer wall display. However, the development of reflection areas is not yet consistently established. Older pupils plan and deliver class worship but there are limited opportunities for younger pupils to plan and lead. Collective worship is invitational, 'holding a space for people' and with 'everyone valued regardless of where they are at' according to the vicar. Links with the church are significant and pupils speak keenly about their insights from visits to the local church for major festivals. Bible stories underpin teaching in collective worship and parents confirm that their children talk about this learning. Pupils can identify Bible stories which explain the

values. One boy said, 'Jesus respected his disciples by washing their feet,'
Since January the profile of RE has been raised because there is a new and forward thinking RE leader. Working with the Diocese she has re-launched the 'Understanding Christianity' resource to support teachers and planned the curriculum carefully. There is further work to do in this large primary school to ensure consistency and high expectations for all. An action plan is in place and work has begun. In discussion, children can identify understanding of a range of religions and worldviews. Children flourish through RE because their learning incorporates many different types of activities. Pupils benefit from being asked to reflect and to give their own opinions. Evidence of difficult questions like 'Who is God?' are displayed and pupils at both key stages speak enthusiastically about their learning in RE.

Consultation on the vision with staff, parents and governors culminated in a competition to design a logo for the school. The winning child's design is in the shape of a stained glass window with the open Bible at the base to give light in rainbow colours. It embodies the vision. By giving pupils a rich curriculum and valuing each individual, this school shines the light of learning into the fullness of life.

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