

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Caistor Church of England and Methodist Primary School

South Dale, Caistor, Market Rasen, Lincolnshire, LN7 6LY	
Current SIAMS inspection grade	Outstanding
Diocese	Lincoln
Previous SIAMS inspection grade	Good
Local authority	Lincolnshire
Name of Federation	The West Wold Federation
Date of inspection	5 July 2018
Date of last inspection	26 June 2013
Type of school and unique reference number	Primary – Voluntary Controlled and Methodist - 120590
Executive Headteacher	Zoe Hyams
Inspector's name and number	John Gibbs - 818

School context

The school is a slightly larger than average sized primary school with 300 pupils on roll. Since the previous Inspection the school has formed the West Wold Federation in January 2017 together with Grasby All Saints CE Primary School under an executive headteacher and shared governing body. Most of the pupils are from the village of Caistor and the surrounding rural area. Most pupils are from White British backgrounds. The percentage of pupil premium children and pupils with special educational needs and/or disabilities is in line with the national average, those with English as an additional language is below the national average. The parish church of St Peter and St Paul and the Methodist Chapel are both within walking distance of the school

The distinctiveness and effectiveness of Caistor as a Church of England and Methodist Primary School are outstanding

- The Christian ethos is fully embedded and provides a strong basis for all the school's activities. Christian values are understood, shared, and consistently lived out by the whole school community.
- Pupils' behaviour is exceptional and the school's Christian ethos has a major impact on their spiritual, moral, social and cultural (SMSC) development.
- A nurturing Christian environment incorporates quality teaching and learning experiences for all pupils.

Areas to improve

- Ensure the religious education (RE) scheme of work is updated in the light of latest diocesan and national guidelines.
- Develop innovative ways for children to develop their personal reflection in the outside environment.
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The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

This is a very happy and caring school where explicit Christian values of peace, respect, trust, friendship and courage are central to the life of the school and underpin the school motto “We care, we share, we learn together” very effectively. Pupils and parents were involved in selecting the values and are very proud of this. Pupils, who have an excellent knowledge of stories in the Bible and how they teach them to live their lives, understand the values. They describe how Christian values underpin their achievements and their daily life. For example, one child described how the values of courage and respect helped them to solve an argument on the playground.

Relationships between all members of the school community are especially strong and staff and pupils respect and value one another. Love and kindness are at the heart of how adults and children treat each other. This is seen particularly in the mutual respect and value that staff and children have for each other. As one child said, ‘Caistor is a brilliant school, there’s always lots going on and we all look out for each other.’

Parents speak glowingly of the school’s distinctively Christian ethos and its friendly, inclusive atmosphere. One parent said, ‘The school’s values are so important in creating a non-judgemental school where all the children are valued equally whatever their ability and where the staff team create a life-changing environment, it’s fantastic.’

Children are well supported in their learning and pastorally in a highly positive environment supported by quality teaching and learning experiences. Each child is seen as an individual and all children are encouraged and given opportunities whatever their ability. Good levels of attendance and lack of permanent exclusions are supported by positive encouragement and high behaviour expectations informed by the school’s Christian character.

The school makes effective use of its environment to celebrate its Christian foundation and to nurture the spiritual, moral, social and cultural (SMSC) development of children. Examples include hall, classroom and corridor displays of the school’s Christian values and religious education (RE) programme.

Children display a high knowledge of key aspects of Christianity and the Bible as well as other major world faiths. Religious education makes a major contribution to children’s SMSC development by supporting their knowledge of Christianity and other major world religions.

Children are given opportunities to pray and reflect during the school day, which enables their personal spirituality to develop.

Children are motivated to support and fundraise for a wide range of charities at a local, national and worldwide level. One pupil said, we raise money for charities to help make the world a better place and it makes me feel a better person and it’s really fun as well.’

There has been a major revision of the school’s RE programme since the last inspection and this has had a major impact on the children’s understanding of Christianity and other world faiths. The school is currently working on an action plan to implement the new Diocesan Agreed Syllabus. A link with a multi-cultural school in Scunthorpe and visits to other faiths places of worship has helped to develop a high level of understanding of and respect for diversity both within the church and other faith communities. The pupils also show good awareness of Christianity as a multi-cultural world faith.

The impact of collective worship on the school community is outstanding

Worship is a major part of the school day. It is an inspirational occasion when the whole school community join in joyful celebration. Music plays an important part in collective worship and the pupils sing impressively with a high degree of enthusiasm. Worship includes the extensive use of Bible stories that deliver themes clearly related to the school’s values. Pupils enjoy collective worship and describe the impact of these worship themes positively in relation to these.

There is a variety of worship styles led by several contributors including staff, local clergy and occasional outside speakers. This contributes to the pupils’ understanding of different Christian traditions in worship and the seasons of the church’s year. Similarly, the celebration of festivals across the church’s year enhances the worship programme by developing an understanding of Anglican and Methodist traditions and practices.

Pupils are aware of the Trinity and talk about God as Father, Son and Holy Spirit with a good degree of understanding. There is a very strong relationship between school and the local church and chapel which is valued by pupils and parents who value the opportunities to attend school acts of worship both in church and school on a regular basis.

Children's attitude to prayer is respectful and positive. They know a variety of prayers and make regular contributions in acts of worship as well as other times during the school day. Opportunities for reflection are very well developed; there are reflection areas in each classroom and plans for a reflection area in the school grounds. These all help the pupils to develop their understanding of personal prayer as a key part of their own spiritual journey in an impressive manner.

Foundation governors with the headteacher effectively monitor collective worship. Children have opportunities to be involved in worship and reflect on the act of worship on a daily basis.

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

The executive headteacher, senior staff and governors have a well-developed vision for the school rooted in distinctively Christian values, which they articulate with confidence and clarity. They are effective in promoting the continual development of the school's Christian ethos, which has continued to thrive since the previous inspection.

The vision is clearly expressed in documentation and this has ensured that RE and collective worship feature as key areas for development and improvement. One recent development has been the successful implementation of the 'Understanding Christianity' RE programme.

The headteacher has ensured that the school has fully addressed the areas for development from the previous inspection and has also introduced initiatives that are successfully meeting the raised expectations of the current inspection criteria. This has meant that the school has made good progress since the previous inspection with the leadership maintaining a clearly articulated vision for the school as a church school. One example of this is the creation of a set of values for the school that now underpins the school's Christian ethos and impact positively on the children's social, moral and cultural development.

The headteacher and governors model active Christian leadership in their work and this has a major impact on the well-being of the whole school community. Professional development of staff and training for governors are given high priority and career development opportunities in church school leadership are positively encouraged through both internal and external appointments.

Team spirit in the school is high and members of staff are very positive about relationships within the school. The school's Christian vision impacts positively on standards of behaviour and achievement in the school. The quality of the partnership between the school and the local community is good. Members of staff work hard to build a strong partnership with parents who cite the school's Christian ethos as a contributory factor for choosing the school.

Links with local churches are very strong and members of clergy make a valued and regular input to the school in a variety of ways including leading weekly collective worship. As well as these mutually supportive links with the local churches there are strong links with the diocese and neighbouring schools. All staff are very supportive of the school ethos providing inspiration for the high standards of behaviour. Relationships with the parents are excellent and they appreciate the wide variety of experiences offered by the school as well as the approachability of the headteacher and staff.

Collective worship and RE meet statutory requirements and are well led and managed. They contribute effectively to pupils' understanding of Christian values.

SIAMS Report July 2018 Caistor CE and Methodist Primary School, Caistor, Market Rasen, Lincs, LN7 5LY