



National Society Statutory Inspection of Anglican and Methodist Schools Report

Cubbington Church of England Voluntary Controlled Primary School

Church Hill
Cubbington
Warwickshire
CV32 7JY

Previous SIAMS grade: Good

Diocese: Coventry

Local authority: Warwickshire

Date of inspection: 26 November 2014

Date of last inspection: December 2009

School's unique reference number: 125660

Headteacher: Catherine Clarke

Acting Headteacher: Juliet Jones

Inspector's name and number: David Stanier 700

School context

Cubbington Church of England Voluntary Controlled Primary School is a smaller than average primary school. Many of its 194 pupils come from Cubbington, but an increasing number come from Leamington, and the villages of Offchurch, Weston under Wetherly and Bubbenhall. Most pupils are White British. There are a below average number of pupils from different faith backgrounds. The school has an above average percentage of pupils with special educational needs. The school has very good links with St Mary's Church, which is opposite the school on Church Hill.

The distinctiveness and effectiveness of Cubbington Church of England Primary School as a Church of England school are good

- Clearly communicated and shared distinctively Christian values shine out within the daily life of the school, and are reflected in high quality relationships and good learning and achievement.
- The enabling Christian vision and leadership of the senior leadership team.
- The school is supported by the highly dedicated staff, working together with governors, parents and clergy.
- The high quality inclusion strategies and pastoral care for all ensure every child is known as an individual, and is valued and special.

Areas to improve

- Enhance the opportunities for personal reflection throughout the whole school to support pupils' spiritual development.
- Embed the involvement of pupils in planning, delivering and evaluating worship that impacts on their daily lives.
- Extend and consolidate pupils' understanding of other major faiths, in order to deepen their learning.
- Ensure that the monitoring of the school's distinctive character by the governing body makes clear the future actions that need to be taken to enhance the distinctiveness and

effectiveness of the school.

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

The inclusive family atmosphere throughout the school nurtures all learners. This is firmly grounded in all pupils achieving, in an environment where pupils demonstrate their sense of belonging to a community. Pupils feel that each one of them matters, and that they are cared for as individuals. Parents say, 'every child is recognised as an individual,' and 'the school helps every child to grow as a complete person.' As a result of shared Christian values being actively promoted in all aspects of school life by all the adults in the school, these are put into action by all the pupils. Teachers give out 'Values Certificates' to pupils who are demonstrating a particular Christian value. This means pupils throughout the school are developing a really clear understanding of these values, such as kindness. Despite a dip in results in Key Stage 2 in 2013, outcomes in 2014 were good. Rigorous analysis of progress, linked to challenging targets, show the school to be clearly focused on pupils achieving good outcomes across the school in 2015. For Key Stage 2 nearly all the pupils are on track to make least two levels of progress through the key stage in 2015. Pupils are able to link values such as perseverance and wisdom to their attitudes to learning. The school has identified where additional support should be targeted to ensure that every individual realises their potential. Parents say, 'teachers are supportive, see the children as individuals, and know the strengths and weaknesses of all the children.' The school's Christian character informs its approach to behaviour, and forgiveness underpins its behaviour policy. Attendance is extremely good, and there have been no exclusions. The quality of relationships throughout the school, and behaviour, is good. This underpins the stimulating environment where pupils are enthusiastic about their learning. They relate their behaviour to Christian values, such as forgiveness, service, respect, truth and justice, all of which have a distinct impact on their lives and relationships with one another. Parents are very positive about the impact of the Christian values which are woven through the daily life of the school. They speak of the impact at home, saying, 'it confirms the values I teach at home, and it's good for the children to see that there is a transfer from school to home.' The active, articulate and well organised school council feel that they are valued and listened to, and that they make real decisions, for instance about fundraising. They say, 'the best thing about being on the school council is helping others, and raising money for charities.' The school website clearly proclaims the Christian nature of the school. The link to the church website, and the use of the old school building for Sunday school and for the church office are examples of the positive influence of St Mary's Church. Banners in the hall designed by individual classes, and the worship focus displays, all contribute to the spiritual development of pupils. Religious education (RE) makes a clear and valued contribution to pupils' spiritual and moral development, and pupils are able to make links here with Christian values such as respect and forgiveness. Although religious festivals from other faiths are recognised, acknowledged and respected, school leaders have identified the development of the understanding of worldwide faiths as a priority.

The impact of collective worship on the school community is good

Collective worship is seen by pupils and staff as a key part of the daily life of the school. Worship is distinctively Christian in character, and planned around 'Christian Values', with staff involved in leading worship. As a result of the creation of a reverent atmosphere for worship, pupils are engaged and responsive. There is a clear focus with a worship table, a candle, a range of bibles and children's prayers. The use of ICT greatly enhances the impact of worship, through use of very well chosen video clips, worship songs and evocative music, all of which encourage reflection. Pupils say that they enjoy collective worship, that they value this opportunity for prayer and the time for reflection, and that worship encourages them to think. Pupils say, 'it helps you think how to be kind to one another,' and 'we think about Jesus, because Jesus forgave us.' Pupils also are able to link Christian values such as forgiveness, perseverance and courage and say, 'even if you don't want to say sorry, you should try,' and 'they might not forgive you but you won't know until you try,' and, 'if you want to say sorry

but you're scared, try, you never know until you try.' Pupils speak of the impact of Makaton signing during worship as being very helpful, and know The Lord's Prayer, and the School Prayer. Pupils value prayer, saying, 'thinking about the values and the bible is very interesting, because we can learn such a lot from The Bible.' and, 'my favourite part is the quiet time, because I can remember my family at home and my other family and remember happy moments.' Pupils are now playing an increasing role in worship, but would like to play an even more active role, over time and say, 'if I was asked to read in worship I would say "Yes".' The 'Pupil Voice' is strong in the school, and pupils clearly express their views about how they value worship. These comments indicate their growing confidence in evaluation. Pupils speak positively about the worship led each week by the vicar, where they are becoming familiar with some aspects of Anglican tradition, such as the vestments which the vicar has brought into school to show pupils. Christian concepts such as The Trinity and sacraments such as Holy Communion have not yet been fully explored. Music makes a significant contribution to the spiritual development of children, and singing in worship is reflective and sensitive, and enhances worship. School leaders have rightly identified further involvement in collective worship by pupils as a priority. They are also considering how areas for reflection, in classrooms, in the hall, and in the outside environment can be enhanced, to allow all learners to continue to reflect on the values being shared in worship.

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

Governors and school leaders have worked effectively together to bring about significant developments and there has been good progress since the last inspection. As a result of this joint working, and the professional development of staff, there is now a clear and shared understanding of the school's Christian values and distinctiveness. The school works with other church schools in the diocese as part of a nationally recognised course to train church school leaders. Consequently senior leaders are being well prepared for leadership of church schools. The governing body, led by the very active chair of governors, and supported by foundation governors, hold the leadership team to account and act as 'critical friends'. The leadership team see their role as church school leaders is to enable, to encourage and to develop, leading the team by example. Their drive, Christian commitment, enabling and shared vision is moving the school forward as a church school. The whole school team, including governors and clergy, put this vision into practice. They are committed to the school's aims and purpose, and to living it out every day. Everyone is valued – as the whole team value the children in their care. Parents really value the work of the school, and say, 'these values are part of each child's precious luggage, and they are kept in their future lives.' There is effective leadership of the teaching of RE, which has a high profile in the school. The school has good links with the diocesan family of schools and local schools and greatly appreciates the support of the local community. There is highly valued active support from the vicar and the local Methodist minister. The governing body has recognised the enhancement of their monitoring of the school's distinctive character as a priority. They have rightly identified the importance of clarification of future actions to enhance the distinctiveness and effectiveness of the school.

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