

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cubbington Church of England Primary School			
Address	Church Hill, Cubbington, Leamington Spa CV32 7JY		
Date of inspection	13 November 2019	Status of school	Voluntary controlled primary
Diocese	Coventry	URN	125660

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 Judgement	The impact of collective worship	Grade	Good

School context

Cubbington Church of England Primary School is a primary school with 199 pupils on roll. The majority of pupils are of White British heritage. Very few speak English as an additional language. The proportion of pupils considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. Due to the school's inclusive approach, it has seen a rise in the number of Looked After and adopted from care pupils attending the school. The staffing of the school is stable.

The school's Christian vision

It's as simple as ABC – Achieving, Belonging and Caring

'Be courageous, for the Lord your God will be with you wherever you go' Joshua 1:9

Our core Christian vision and values help to shape all that we do. We are proud to be a truly inclusive Church school and we aim to help our children develop courageously as individuals, combining academic achievement, good pastoral care and spiritual development.

Key findings

- The inclusive, nurturing ethos of the school is a strength. The Christian vision drives courageous choices and decisions to ensure the flourishing of everyone and inspires aspiration for all.
- In pursuing excellence, biblical and theological expressions of the Christian vision are being deepened. Currently, not everyone understands how Christian faith inspires the school's work.
- The vision ensures that relationships in school are overwhelmingly positive. Everyone is loved and valued.
- Everyone is welcome in worship. The vicar and Bible drama team are particularly effective in developing pupils' understanding of the Christian narrative and Anglican patterns of worship. Pupils' understanding of the Christian values in the context of biblical teaching is not fully developed.
- The Christian vision is well served by religious education (RE), enabling pupils to have and express views and to explore alternative viewpoints. Assessment of the achievement of pupils is at an early stage.

Areas for development

- Deepen the biblical and theological roots of the Christian vision so that it is understood by everyone as the motivation for the school's work.
- Develop biblical focus in each act of worship so that pupils' understanding of the school's values in the context of the Christian narrative is strengthened.
- Embed assessment processes to ensure that academic rigour in RE secures progress in pupils' knowledge and skills.

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

Leaders are dedicated to their school as a place of nurture and inclusion. The outworking of the school's vision for everyone to live and learn courageously, with God's help, is becoming tangible. It shines through the provision for those who are vulnerable, following the example of Jesus. Governors evaluate the impact of the vision well. They are deepening its biblical and theological underpinning, focussing on ensuring that all understand its basis as the 'inspiration for the work of God in this place.'

Leaders make courageous decisions to ensure that everyone can find acceptance in the school and everyone's needs can be met. The nurture room work and access to a range of therapeutic activities, enables pupils to express, face and overcome their challenges. As a result, pupils, including the vulnerable, flourish, making progress similar to and sometimes better than is typical nationally. Creative, generously given support, improves the achievement, wellbeing and mental health of all pupils. They come to respect the uniqueness of everyone - their families, their challenges and differences. They live peacefully with diversity in all its forms. Relationships education ensures pupils understand about dignity and safety in their relationships. They relate warmly to one another. Any conflicts are quickly resolved, and pupils talk of having courage to be truthful and forgiving, to put things right. Rare incidents of challenging behaviour are dealt with kindly. Courage in learning across the curriculum is explicitly promoted through the growth-mindset approach. This enables adults and pupils to persevere through difficulties, explaining, 'I can't do that yet!' The curriculum is broad and balanced and secures rounded development for pupils, including spiritually. This fulfils the school's vision for pupils to try new things and to unlock their gifts and talents. The curriculum is enriched by a wealth of extra activities. In the Garden of Eden, run by church and community volunteers, pupils learn skills that treasure God's earth as they tend it and harvest from it to share with others.

The warm relationships in the school are appreciated by everyone and attributed to the school's Christian vision. Everyone, including parents, feels generously supported at difficult times and describe the school's open-door culture as accepting and welcoming. The vision inspires adults to take risks in their practice. They know that mistakes will not be condemned and are confident of support to keep improving. Similarly, adults including governors and clergy, have timely and effective training. This equips them to fulfil their roles and to step out of their comfort zone when they are called to new things. Governors' skills are developing well. For example, a governor has undertaken a recognised governance programme for church schools. In partnership with Coventry diocese, this expertise is being shared with and appreciated by other schools. The school engages well with training from the diocese so that everyone understands what it means to work in a Church of England school. The school develops its staff well. As a result, staffing is steady. Some staff become leaders of Church schools.

Collective worship ensures that pupils understand the school's vision for everyone to be courageous with the help of God. They readily link this to the story of Joshua and the song 'Be bold, be strong'. Pupils' understanding of the Christian values in their biblical context is not fully developed. Some acts of worship do not take the opportunity to provide and deepen this. Pupil worship leaders live out the vision for everyone to be courageous. They play a significant part and lead confidently, and many pupils are eager to be involved. One pupil captured on 'the courage tree,' that being a worship leader was a brave step for them. Partnership with the clergy and church enriches worship, enabling pupils to encounter Anglican patterns of worship as they explore Christian belief, such as the Christian belief in God as Father, Son and Holy Spirit. The Open the Book team 'bring Bible stories alive so that we remember them.' Worshipping in the church to mark important events in the Christian calendar is valued by pupils and their parents. Pupils are invited to 'find their quiet place' for prayer or reflection and some choose to use reflection areas in classrooms also. A breadth of themes in collective worship, and also across the curriculum, enable pupils to consider injustice in the world and act in response. For example, the school toilets are twinned with a school in Africa and the experience of collecting and carrying water led to raising money for Water Aid. Some pupils even had the courage to challenge the Prime Minister about the impact of HS2 on God's creation in Cubbington.

Since the previous denominational inspection, the RE curriculum has developed significantly. It now enables pupils to learn about a range of faiths and worldviews. Pupils are developing a broader picture of humanity and this reinforces the school's vision of courage to be inclusive and accepting. Visits and visitors enrich pupils' learning and awareness of faith and belief beyond the school and village. They are empowered to have a view and are learning to be comfortable with alternative views and beliefs. Enquiry is deeply embedded in the teaching about all faiths, including Christianity. Pupils' discussions are thoughtful and considered. Staff have been trained to use the Understanding Christianity resource. They implement this creatively, promoting reflection and response through deep questioning. Assessment and recording are not fully effective in promoting pupils' progress. The

leader of RE is newly in post. She is engaging with training through the diocese and local schools and has identified how the subject should be developed.

Inspired by its deepening Christian vision, this school is taking a courageous journey. With the help of God, leaders are striving to ensure that their provision meets the needs of everyone, however complex. Everyone is focussed on the flourishing of all. The school's door is open to welcome each and everyone, especially those who most need to be embraced and nurtured.

Headteacher	Juliet Jones
Inspector's name and number	Jane Martin 646