

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cameley Church of England Primary School			
Address	Meadway, Temple Cloud, Bristol. BS39 5BD		
Date of inspection	1 October 2019	Status of school	Voluntary Controlled. Inspected as part of the Bath and Mendip Partnership Trust.
Diocese	Bath and Wells	URN	109186

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 Judgements	The impact of collective worship	Grade	Good

School context

Cameley is a primary school with 112 pupils on roll. The majority of pupils come from a White British heritage and few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in-line with national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The school became part of the Bath and Mendip Partnership Trust (MAT) in June 2019.

The school's Christian vision Nurturing faith: Inspiring learning.

This is based upon Colossians 3:16

'Let the words of Christ, in all their richness, live in your hearts and make you wise.'

Key findings

- Leaders are passionate and dedicated to the Christian vision, which inspires and transforms pupils' attitudes to learning, so all can flourish and fulfil their God given potential.
- The school is fully committed to sharing their innovative practices for supporting vulnerable pupils and their families, which transforms the work in other schools.
- The community is like a caring family where everyone is treated with dignity and respect because everyone is special to God.
- The school is recognised by the community and beyond as being a centre of reconciliation and support enabling pupils to have new opportunities to flourish.

Areas for development

- Enable all pupils to recognise the contribution which collective worship makes to their lives and choices which they are confident to articulate.
- Identify high quality experiences which deepen pupils' understanding of disadvantage and deprivation both locally and globally, so as to inspire them to become advocates for change.

**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's vision recognises the needs of all pupils, particularly those who are vulnerable. Leaders confidently articulate the theological principles underpinning the vision. They make links to Jesus' teaching and how we treat one another. Leaders talk about growing in wisdom, helping pupils to understand the significance of Christian values and the difference this makes to our choices. This vision inspires leaders to focus on meeting the needs of all, as each is special to God. The school provides especially strong support to a significant number of vulnerable pupils who have a diverse range of needs. It develops innovative and creative strategies to meet these needs, transforming attitudes and expectations, so all feel valued. Leaders make bold ethical decisions to welcome all pupils regardless of their needs. The school is recognised by the wider community as being compassionate, providing new beginnings. This is evident in the highly developed degree of personalised support given to all pupils. Parents celebrate this work and how it transforms their children's lives.

The vision focuses staff on identifying the very best approaches to meet the needs of everyone. The school is recognised as a centre of excellence, both within the MAT and beyond. The headteacher works in other schools modelling and shaping high quality personalised approaches which has transformed the support pupils receive. The creative strategies of working effectively with parents are equally valued. The school has trained an adviser who works across schools supporting these developments. The outstanding work the school does in this area was rewarded with a nationally recognised nurture mark. A specialist leader of teaching writing from the school works across the MAT, sharing innovative approaches to writing which accelerates pupils' progress. Other staff support schools in leadership and Early Years. Impressive practice in forest school is shared which enriches the curriculum. Another excellent example is the project with boys on mental health and well-being. These strategies have been shared county wide raising boys' self-esteem and progress.

Leaders are passionate and totally dedicated to the work of a church school. There is a relentless drive to improve and make learning exciting. The staff work extremely well together sharing the school's vision. Thorough induction systems enable them to understand the difference of working in a church school. Professional development is given a high priority and staff at all levels feel they are supported to fulfil their potential. Senior staff develop the skills to enable them to take leadership roles in church schools. Governors are enthusiastic and knowledgeable, engaging in numerous training opportunities led by the diocese, which extend their competence. They work closely with subject leaders rigorously monitoring plans. Governors discussions with pupils inform future plans. Their evaluations led to a deanery worker being appointed who coordinates worship. Some governors mentor other schools sharing best practice.

At the centre of the vision is the commitment to inspire all to flourish. Pupils use a language which challenges them to aim to achieve their full potential, this is well embedded in learning. Presentations by adult role models encourage pupils to have high aspirations. Pupils explain that teachers' extension questions prompt them to work at a deeper level. In recent years pupils' progress and attainment have steadily risen and are at least in-line with national expectations. Vulnerable pupils are expertly supported, enabling them to make good or better progress from their starting points, growing their self-belief. A bold ethical decision was made by leaders in creating a nursery following the demise of a local group. As a result pupils are better prepared for learning. A detailed definition of spirituality has been agreed. Pupils use an approach to spirituality which effectively enables them to organise their thinking well. Opportunities for reflections are planned and staff are confident to respond to pupils' own spontaneous questions, which shows a depth of thinking. The curriculum is innovative and exciting, pupils make decisions about what they want to learn and take ownership. Rich experiences are planned for each year group which stimulates learning.

The vision enriches pupils' understanding that everyone is special to God. Pupils have a very well developed understanding of difference and diversity due to creative partnerships. Links with a Bristol school enable pupils to recognise how faith shapes actions. Pupils write to French pen friends and skype a Turkish school, extending their understanding of different cultures. The relationship with a South African school enhances pupils' ideas of injustice and equality. However, pupils' understanding of disadvantage and deprivation is less well developed. Pupils learn

the skills of independently raising awareness of these issues and responding spontaneously. They confidently explain that they are advocates for change, supporting local issues, such as fund raising for cancer relief.

The vision celebrates the importance of Jesus' teaching, particularly Christian values. These have been fundamental to transforming pupils' behaviour and relationships. Pupils speak enthusiastically and insightfully about how values shape their community. Staff model values in daily interactions, so pupils know and articulate the difference they make, treating one another with dignity. Behaviour is excellent, pupils support one another and there is a tangible feeling of being part of a caring family. Pupils have a well developed understanding of forgiveness and reconciliation and its importance. Pupils use sentence starters to help them disagree sensitively. A pupils' Equality team works with peers and help to solve some of their issues.

The importance and relevance of collective worship is rising significantly. There have been a number of ongoing changes, such as pupils planning and leading worship weekly. Planning for worship is more detailed. Pupils have a growing understanding of Jesus' teaching and its relevance for daily life. However, they are not always confident to articulate how worship shapes their actions. Pupils talk with enthusiasm about the new leaders of worship, the Open the book team and the deanery worship leader. There are additional opportunities for pupils to pray, although few felt that it was helpful for them. The school now links with the local church for the main Christian festivals. Pupils explain the significance of some of these for Christians, but others such as Pentecost, are less well known. Monitoring is routinely completed by governors, staff and pupils evaluating the impact which worship has for all pupils. This lead to more opportunities for reflection.

Religious education inspires pupils to explore philosophical and theological questions in considerable depth. This enables pupils to deepen their understanding of the contribution Christianity makes to daily life. There is a strong ethos of posing questions and seeking answers. Pupils relish expressing ideas, discussions and refining thoughts. Pupils have a very well-developed knowledge of world faiths, making insightful comparisons with their own beliefs. Subject leaders have considerable expertise, introducing innovative approaches and acting as a hub of excellence.

Headteacher	Hannah Maggs
Inspector's name and number	Revd David Hatrey 844