

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cringleford Church of England Voluntary Aided Primary School

Cantley Lane, Cringleford, Norwich NR4 6UG

Current SIAMS inspection grade

Outstanding

Diocese

Norwich

Previous SIAMS inspection grade

Good

Local authority

Norfolk

Date of inspection

17 March 2017

Date of last inspection

April 2012

Type of school and unique reference number

VA Primary 121113

Headteacher

Neil Henery

Inspector's name and number

Lizzie McWhirter 244

School context

Currently there are 363 pupils on roll in this new build primary school serving the Roundhouse Park estate and wider catchment area. The majority of pupils are from a White British background. The proportion of pupils for whom English is not their first language is now slightly above the national average. The proportion of pupils who have high needs is increasing. The school works closely with the Hethersett cluster of schools. The school was judged to be outstanding by Ofsted in February 2017.

The distinctiveness and effectiveness of Cringleford as a Church of England school are outstanding

- This is a nurturing and inclusive Christian community, serving the pupils and their families, where ethos is respected and faith is openly shared.
- The dedicated team of teachers put the pupils at the heart of all learning in this Christian environment where all achievement is celebrated.
- Creative religious education [RE] engages pupils and makes a very good contribution to the school's Christian character and to pupils' personal development, enriching their spiritual journeys.

Areas to improve

- Enrich pupils' Christian understanding of God as Father, Son and Holy Spirit as an integral part of their worshipping life in a church school.
- Ensure the governors regularly and rigorously monitor RE and collective worship as an important aspect of Christian distinctiveness.

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

Cringleford's Christian character has been made more explicit by the revision of its vision to become 'respect, believe and achieve.' Moreover, the chosen Christian values of respect, forgiveness, creativity, compassion, responsibility, friendship and courage are the values which Cringleford lives by each day. For example, pupils are committed to fundraising for charities, such as Christian Aid as well as showing compassion for local initiatives, such as the Cavell Court care home. Pupils know the importance of forgiveness and say, 'even if it's the worst of things, you can forgive that person if they realise they did wrong.' Within this nurturing and inclusive Christian community, ethos is respected and faith is openly talked about. Relationships at all levels are very good, with pupils of all ages getting on very well together. This is because the school's Christian character has a big impact on the way pupils behave towards each other as well as adults. Staff comment that, 'new ideas are taken on board by staff and pupils alike, so I can constantly challenge myself and the children.' Consequently, pupils achieve highly, with Key Stage 2 results significantly above the national average. This has been the trend for several years. All pupils are valued as individuals and all achievement is celebrated in this community where worship, values and RE support pupils' spiritual, moral, social and cultural [SMSC] development very well. In particular, RE enables pupils to grow in knowledge and understanding of Christianity as a worldwide faith as well as developing pupils' understanding of diverse communities and cultures. Attendance is good and exclusions are rare because pupils want to come to school. Good teaching with extra one to one support ensures all pupils, including those with high needs, those on the SEND register and those for whom English is not their first language, flourish. Creativity, which includes musical and sporting successes, is positively encouraged. This includes pupils playing their saxophone or flute in collective worship.

The impact of collective worship on the school community is outstanding

Collective worship at Cringleford affirms the vision, values and ethos of the school, making a significant contribution to the SMSC development of pupils and adults alike. For example, pupils talk about being generous with your time and of being everyone's friend. There are good links with St Peter's Church through its parish priest. Key festivals are traditionally celebrated in church. Pupils say they enjoy being in church and 'meeting with other people of your faith'. They are very knowledgeable about the main Christian festivals. However, some pupils are less secure in their knowledge about Ascension-tide, Pentecost, St Peter, after whom their church is dedicated, and other saints, such as St Patrick. The rector is a member of the local 'Open The Book' team who lead worship fortnightly in school. Pupils enjoy taking part in the Bible stories and say they 'like reading the Bible as it's inspiring'. One pupil spoke of their favourite book as Revelation and the power of good over evil. Another pupil related how the story of Joseph helped him to persevere and never give up. Pupils say they would like to plan and lead worship more frequently, which the school readily acknowledges. Their views on worship inform future planning which governors take forward to the RE and collective worship sub-committee meetings as part of their active involvement in monitoring and the support of school leaders in planning worship. Pupils are growing in their Christian understanding of God as Father, Son and Holy Spirit, saying, 'Jesus was born in human form and God brought Jesus back to life for a reason.' They speak about the Holy Spirit as 'flames above everyone's heads and speaking the same language, sharing the good news of God'. The school recognises the need to deepen pupils' understanding of The Holy Trinity as an integral part of their worshipping life in a church school. For some pupils, praying is the most important part of worship as 'you can pray to God when you are feeling down and you can talk to him'. They add that, 'most pupils use the quiet area and sensory garden as 'you can be yourself and think a lot.' In addition, pupils say they value prayer times in church as 'you can see all the prayers prayed in church going up to God'.

The effectiveness of the religious education is outstanding

Creative RE engages pupils and enriches their spiritual lives, making a very good contribution to the school's Christian character and to pupils' personal development. This is because RE is regarded as a core subject and is well led, resourced and managed. The RE subject leader has benefitted from courses and

worked closely with the diocesan RE adviser in putting together a curriculum map to ensure the correct coverage of Christianity and other faiths. Cringleford is using the new 'Understanding Christianity' materials. Pupils demonstrate a good knowledge of Christianity, as one might expect in a church school. They are especially enthusiastic about telling the Christian story of salvation. They speak of incarnation as when 'God came down in human form'. This is because RE theme days at Christmas and Easter are well established and enrich and consolidate pupils' learning in RE. Consequently, pupils have a very good grasp of key Christian concepts. There is a good programme of visits and visitors in place, which includes a focus on Judaism, Hinduism and Islam. The rising number of pupils for whom English is not their first language means that inclusion in RE is an important factor. Pupils enjoy asking enquiry questions, such as 'Why are the Jews a chosen people?' or 'Why do they fast?' Older pupils explore the Jewish festival of Purim whilst younger pupils encountering the Hindu festival of Holi say, 'I didn't know they celebrated Spring with different colours'. Assessment shows standards are in line with age related expectations, with some pupils exceeding age level expectations. Attainment is in line with other core subjects, with good progression from the very youngest pupils through to Year 6. Parents say RE shows challenging and deep thinking, respect for other religions and each other. RE is included in end of year reports to parents.

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

Cringleford's dedicated team are committed to meeting the individual needs of pupils within a strong Christian environment which enables the whole school community to respect, believe and achieve. Staff say this is, 'a great environment in which to learn as well as receive support from wonderful colleagues who are generous with their time'. They go on to say, 'we smile a lot at Cringleford and support each other without question. Our children thrive because we do.' The school is seen as an extended family and 'all rally round when the chips are down'. The headteacher and senior leaders work effectively together and have firmly built on the well-established and good practice in place, working closely with the governors who have the same Christian convictions. This has resulted in a shared drive for high expectations, high quality education and high achievement, with all strategic decisions, planning and review rooted and reflected in prayer. Strong leadership and good governance ensures that the school's vision and values underpin all policy and practice. Consequently, all succeed very well in this nurturing community where academic and personal achievement shines out. Governors have their own training programme and ensure staff are well supported in their roles and responsibilities. The wellbeing of adults and pupils alike are seen as a priority. This includes the employment of a life coach, who is also a local pastor, who helps meet the individual needs of some pupils. As a result, they grow in confidence academically and spiritually. Parents from other faith backgrounds say they really appreciate this church school as they have seen their children grow in confidence. They comment on how important it is that 'faith and belief are talked about easily and are very much part of the learning which takes place'. Other parents cite their children who 'like to read the Bible from cover to cover'. Some parents are amazed that 'Year 2 pupils can understand the concept of resurrection'. This is because Cringleford is a nurturing and inclusive environment. The RE and collective worship committee takes a lead in ensuring that the RE action plan is integral to the school's development plan. All areas from the last inspection have been addressed, with priorities for future action. Whilst RE and collective worship meet statutory requirements, the school recognises the need for governors to monitor RE more robustly and regularly as an important aspect of Christian distinctiveness. Church and community partnerships are significant. The parish church and members of other local churches contribute fully to school life so all pupils benefit. For example, the vicar and curate of St Peter's regularly lead worship in school and termly RE days are delivered by church leaders. In addition, the school hosts 'Breakfast Church' every Saturday. The school features in 'Cringleford and Colney Life'. It values its links with the Hethersett cluster of schools, sharing good practice, such as enrichment sessions for more able pupils. In addition, Cringleford benefits from good links with the diocese and the training and support offered. This has included the school hosting programmes, such as enrichment activities for more able pupils. The school worked closely with the diocese to design the new school, and staff enjoy learning from each other and sharing best practice across a range of curriculum areas.