

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Swaffham Prior Church of England Primary School			
Address	Station Road Swaffham Prior Cambridge CB25 0LG		
Date of inspection	17 October 2019	Status of school	Academy inspected as VC. Diocese of Ely Multi-Academy Trust.
Diocese	Ely	URN	146357

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 Judgements	The impact of collective worship	Grade	Good

School context

Swaffham Prior is a primary school with 105 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages.

The school was placed in special measures in December 2017, becoming a Diocese of Ely Multi-Academy Trust in September 2018. The current head was initially seconded, becoming the substantive headteacher in September 2019.

The school's Christian vision

Still other seed fell on good soil so it came up and yielded a crop, a hundred times more than what was sown. Luke 8:8

Growing in wisdom, growing in strength and health, growing together, growing aware and compassionate. To inspire children and adults in our community to recognise the ways of living and relating to others which will enable good things to happen; and for us all to fulfil our God given potential.

Key findings

- Determined and inspirational leadership from the headteacher is well supported by an effective governing body and dedicated staff. This enables all to flourish in an inclusive Christian community.
- The vision based on the parable of the sower is the basis for the Christian values which are lived out daily in the life of the school, allowing every pupil to fulfil their potential academically, spiritually and socially.
- Inspirational collective worship is valued by the whole school community as the heart of the school, supporting spiritual growth in pupils and adults.
- High quality religious education (RE) provision facilitates clear links between worship and spiritual, social moral and cultural education, supporting and developing the vision and values.
- Nurturing relationships based on compassion, love and kindness support all members of the school community

Areas for development

- Mentor and develop pupils as worship leaders to extend their personal spirituality and their role in planning, leading and evaluating whole school worship.
- Enhance pupil age-appropriate understanding of God as Father, Son and Holy Spirit, particularly at Key Stage 1, further deepening their understanding of Christian worship.
- Extend pupils' understanding of world faiths, including Christianity, thereby supporting and developing their awareness of global issues, including injustice and inequality.

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

Inspirational leadership from the headteacher has led to a clear Christian vision and embedded values at the heart of the school. The vision of the parable of the sower was chosen by the whole school community as it reflects the agricultural roots of the community. A vision and values day involving staff and governors supported this. The stand-alone vision statement explains the theology behind the vision and how it is implemented in school. The updated vision is linked to growth of all within an inclusive Christian community. Love, hope, peace are prominent values. Each individual is regarded as unique and special, 'made in God's image and precious in his sight.' The growth of the school over the last year has resulted in a renewing and embedding of values as the heart of the school. This in turn has built highly positive relationships with the wider community. The new behaviour policy, based on compassion, forgiveness and reconciliation, has led to a significant reduction in both high and low-level incidents. The biblical vision is prominent in influencing governors' decision making. They have a strong presence in school and discuss their visits, speaking of how the vision is evident in worship and relationships. Monitoring of the Christian distinctiveness of the school is well established, including conversations with pupils and book scrutiny. Wellbeing for all has a high profile with growth for individuals the basis for decisions. The profile of the meaning of the vision is being raised as policies are in the process of being reviewed and linked more closely to the biblical roots of the vision. However, it is not yet shaping all school development. Leaders play a prominent role in the partnership with other local church schools, supporting Christian distinctiveness. Local churches are considered partners in the Christian life of the school with the incumbent having a high presence in school. Pupils make good progress, however small cohorts impact on attainment data. A wide range of therapeutic support enables vulnerable and high need pupils towards fulfilling their potential.

The school has been through a period of turbulence, resulting in a loss of confidence from parents and the community. Recent feedback from the community is more positive, a direct result of the wide range of events creating a strong link. Parents speak positively about the changes, the school becoming more open and approachable, being a family again. This is supported by the special relationship between school, the incumbent and the church. Parents value the place of the vision and values at the heart of the school, demonstrated in the improved behaviour. Pupils are living the values and prayer and worship support this. Empathy and acceptance are part of the school. Staff have a good understanding of how the biblical vision and values allow all to flourish. They feel proud of the ethos and know that their wellbeing and that of pupils is a priority. Staff now feel nurtured. They interpret the vision as living life in all its fullness. They have a clear sense of their role in living out the vision and values and in supporting pupils.

The curriculum is based on providing richness for the whole child, enhancing pupil understanding of broader issues, for example Fairtrade. The aim is to build resilience and understanding of people's different journeys. It supports the vision and values in developing awareness and respect for difference and diversity. Social action projects are seen as a way of encouraging pupils to give back, developing compassion behind their actions. Pupils can earn tokens in their houses and then choose which charity to support. Pupils showed deep thinking through a discussion of the question 'Does charity equal money'. They could justify that actions can be more important than giving money. 'You can talk to homeless people, give them your time'. Buddying with the local care home, supporting the partner school in Tanzania and a homeless shelter in nearby Cambridge are all led by pupils. Awareness of global issues is developing through working towards the Global Neighbours Accreditation scheme. Pupils appreciate their school being a church school and understand the values are like 'rules, a good thing telling us how to behave.' The buddy system in school is very effective in supporting younger pupils. Pupil voice is strong as leaders are active in seeking pupil views with regular questions being asked. The school council has informal links with the governing body

Collective Worship is engaging and inspirational. Links are made with prior worship and values; hope with perseverance. There is a high level of pupil participation, school chaplains lead the greeting and the sending is the school prayer. Pupils are confident with liturgical greetings as part of worship and readily respond. They could explain that David, fighting Goliath, believed in God so he had hope. Pupils are encouraged through prayer and reflection to directly link the biblical teachings to their own lives. Younger pupils explain hope as wishes and dreams. They feel that worship makes them part of something special, helps them believe in God. Older pupils can discuss how Bible teachings teach them about behaviour, quoting Moses and the ten commandments. A range of leaders deliver worship. Pupil knowledge and understanding of God as Father, Son and Holy Spirit is not yet well established at Key Stage 1. However, they have an awareness that the three are the same but different. Older pupils have a clearer understanding of three in one and that you can't break the connection. Prayer is important for pupils. They

speak of praying anywhere and that 'God knows you through prayer'. Reflection areas support pupil spirituality and the calm garden outside is recognised as a spiritual place. Pupils write and share their own prayers. Pupils link the candle in worship to praying. 'When you light the candle, your words and thoughts go up to God'

Pupils value and enjoy RE, which is delivered as an academic subject. It is beginning to develop deeper thinking and supports respect for difference and diversity. The incumbent teaches parts of the RE curriculum. The impact of the Understanding Christianity resource is beginning to be seen in pupil books. As a result, there is evidence that pupils are developing an understanding of Christian belief and concepts. They explain the creation story and older pupils link the story of Moses and the ten commandments to feelings and emotions. However, pupil knowledge and understanding of world faiths is not yet fully developed and understanding of Christianity as a worldwide faith is in early stages of development.

Headteacher	Helen Bartley
Inspector's name and number	Pat George 845