



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Corbett Voluntary Aided C of E Primary School

Address Six Ashes Road, Bobbington, Stourbridge, West Midlands, DY7 5DU

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish

Overall grade **Good**

The impact of collective worship **Good**

The effectiveness of religious education (RE) **Requires Improvement**

School's vision

'Love to Learn and Learn to Love'

At Corbett we are committed to creating an environment where children love their learning. Where the whole school community works together to make learning irresistible; surrounded by a nurturing Christian Faith.

Key findings

- Relationships in this CE school are strong, built on love and have a significant impact on the community. Leaders create a nurturing family feel and this is valued by staff, pupils, parents and governors, as well as partners in the local community, including the local church of Holy Cross.
- The impact of the values is more explicit than that of the distinctive Christian vision. Whilst the vision is known, stakeholders feel more confident talking about the values so the monitoring of the impact of the distinctive Christian vision is at an early stage.
- Collective worship has a positive impact in the lives of pupils and staff, with parents also benefitting from sustained collective worship during periods of lockdown, however, not all staff are confident in their leadership of collective worship.
- Religious education (RE) requires improvement because pupils are at times confused and lack the vocabulary to speak confidently about Christianity, its inherent diversity and different religions and worldviews.
- A whole school language for spirituality is yet to be developed, therefore, while opportunities for spiritual development clearly exist, these lack the impact a consistent, shared understanding ensures.

Areas for development

- School leaders and governors to ensure the vision is being used as a powerful tool for monitoring the school's distinctly Christian impact beyond values, in order to explicitly drive improvements as a Church school.
- Development of RE so that good core knowledge, diversity within Christianity and knowledge of a range of religions and worldviews leads to pupils who can speak with clarity and confidence about their learning.
- A whole school approach to what spirituality means that leads to significant, intentional impact on pupils' spiritual development and flourishing.

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

This school is a warm, welcoming and vibrant Church school. Members of the school and wider community affectionately refer to it as the 'Corbett family' and flourishing is evident within this school family. Staff members are supported and encouraged to develop by leaders, taking on new roles in what is evidently a culture of staff nurture and appreciation. Whilst the 'learn to love and love to learn' motto and associated school vision is known, its theological underpinning, as a rationale for the school's life and work, is not fully coherent. When speaking about the school, leaders, governors, pupils and parents are much more confident in expressing the school's values and the impact these have on school life and flourishing. Therefore, the evaluation of the impact of the vision is at an early stage of development. Governors monitor collective worship and RE, but their evaluation of the vision's influence over school life and the intentional development of its foundational theology is not yet fully in place. Partnerships with the community of Bobbington, local church of Holy Cross and clergy are strong, with the school benefitting from the support and expertise of two clergy, each engaging in aspects of Christian distinctiveness for both school and families.

A love of learning is nurtured within and beyond the classroom. The school maintains a relentless focus on whole school improvement. This was significantly expressed through the school's commitment to maintaining contact with all families during periods of lockdown. Such contact is instrumental in overcoming barriers to learning for pupils and supporting parents through 'master classes' during home learning. Corbett's approach to pupils with additional needs or from vulnerable backgrounds is one of individualised support and provision. Parents of such pupils express deep appreciation of the support both they and their child receive from all members of staff. Whilst regular opportunities for spiritual development have been identified, a whole school approach and shared language for talking about spirituality does not yet exist. This places some limits on pupils' spiritual development.

Pupils are supported to take action as leaders, with roles on the worship council and as wellbeing buddies being prized by pupils. They are mindful of the struggles of others, recognising the needs of those in their school and wider community, as well as awareness of wider difficulty and challenging circumstances across the world. Pupils recently demonstrated leadership in responding to the challenges faced by a sick parent by arranging a 'wacky hair day' and engaged in fundraising activities in response to the situation in Ukraine.

Corbett's commitment to the character development of pupils is recognisable through the significant investment in wellbeing and mental health. This is expressed through many impactful initiatives and the ongoing work and commitment of the mental health and wellbeing ambassador. Adults working in school also benefit from this focus, articulating a family approach to walking each other through challenging times. Conflicts within the school community are rare. When they do arise, a behaviour system, built on rewards and incorporating support for pupils' own emotional regulation, ensures pupils 'make it right' and the equilibrium in relationships is restored. Forgiveness is a valued concept and wellbeing buddies feel confident to navigate fall outs between pupils without the need for an adult. This leads to the creating of new relationships between pupils and restoration of existing ones. Good attendance affirms that pupils feel they belong at this nurturing Church school and will be supported if and when they feel unsettled or under pressure.

Leaders devote some curriculum provision to diversity, such as the celebration of Black History Month, and engagement in partnerships with schools with more varied pupil contexts. This ensures that pupils encounter difference and diversity. Leaders recognise there is more to do to develop this so that diversity is more fully recognised and celebrated. 'Respect' is a word spoken often at Corbett as one of its principle and cherished values. Pupils and adults tangibly live in, and with, respect. It is further emphasised in the school's relationships, sex and health education curriculum, which places an emphasis on the forming of healthy relationships. The school is less familiar with the Church of England guidance on inclusivity, based on dignity and respect for all.

Collective worship is an important and valued part of the Corbett family’s journey together. It occurs daily, is supported by leaders who appreciate its value and two members of clergy who engage in regular leading of worship in school. Pupils encounter Bible stories, important Christian festivals and are invited to engage in prayer and reflection, participate in times of singing and stillness, and consider the importance of the Eucharist and the trinitarian nature of God through collective worship. Pupils demonstrate the impact of collective worship in their lives, sharing ways in which what they have pondered during these times has influenced their behaviour and actions at home and in school. The worship council take a lead in regularly planning and delivering collective worship and, whilst this paused in the pandemic, it is now re-established and the opportunity to lead is met with great enthusiasm by pupils. The school’s values are well-explored in collective worship but at times opportunities to explore wider theological significance is missed by adults who are not always confident to lead.

RE is an important subject on the timetable and is a subject pupils show enthusiasm for and enjoyment in. However, the RE curriculum requires improvement. This is because pupils have not yet developed significant, accurate and lasting knowledge about religions and worldviews. They sometimes struggle to talk with confidence and clarity about all aspects of Christianity studied, its diversity within the UK and globally, and a range of different faiths and beliefs. Recent partnered working with a school in Wolverhampton has led to the sharing of a celebration of Diwali which has helped to support pupils’ knowledge of Sikh and Hindu traditions. The support of a Sikh parent led to a visit to a gurdwara. However, the RE curriculum does not sufficiently allow encounter with the lived experiences and beliefs of those from religions and worldviews other than Christianity. Likewise, the RE curriculum is very theological, at the expense of other RE-related disciplines, such as philosophy and human and social sciences. This prevents the development of pupils who are critically, religiously literate.



The effectiveness of RE is

Requires Improvement

Teaching and learning in RE does not yet support pupils in developing long-lasting knowledge about Christianity and a range of religions and worldviews. As a result, pupils are sometimes confused about religious vocabulary and terminology from different faith traditions and this impacts upon their progress. Theology is the main focus within the RE curriculum, so pupils miss out on engagement with other disciplines as part of their study of religion and worldviews. RE, therefore, requires greater monitoring and evaluation.

Contextual information about the school

Date of inspection	21 June 2022	URN	124464
Date of previous inspection	6 July 2015		
School status	Voluntary Aided	NOR	94
Name of MAT/Federation	n/a		
Diocese / Methodist District	Lichfield Diocese		
Headteacher	Kerry Crook		
Pupil profile	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 below national averages.		
Additional significant information (if needed)			
Inspector’s name	Jennifer Jenkins	No.	C1909