

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Great Casterton Church of England Primary School	
Address	Pickworth Road, Great Casterton, PE9 4AU
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

School's vision
<p>'Rise up and shine, for your light has come.' Isaiah 60.1</p> <p>Our vision inspires our core values and love towards others based on the teachings of Jesus.</p> <p>We work to encourage and demonstrate our core values: Endurance, Hope, Friendship, Forgiveness, Trust and Compassion</p> <p>Our R.I.S.E vision:</p> <p>R - we are ready, resilient, respectful, reflective, resourceful and responsible learners I - we are inclusive; supporting each other and celebrating difference S - we strive for success E - we engage with learning and our social responsibilities</p> <p>Together, we RISE to the challenge</p>
Key findings
<ul style="list-style-type: none"> The vision is lived out in the daily life of the school. It underpins behaviours, attitudes and strategic decisions made by governors and leaders from the Rutland Learning Trust multi academy trust (MAT), of which the school is a member. Pupils enjoy religious education (RE) and understand why it is important to learn about world faiths and worldviews. Leaders have utilised the opportunity presented by a review of the RE curriculum to develop assessment and monitoring procedures. Collective worship is valued by adults and staff. Pupils engage enthusiastically with Bible stories and reflect on the Christian vision and values. Regularly led by clergy, collective worship also reinforces the school's strong relationship with the church. Trips and visits enrich pupils' cultural experiences of the wider world and promote an understanding of difference and diversity. The impact of this is yet to be embedded. The new curriculum is a strength of the school, skilfully developed to enable all pupils to flourish. Spiritual development is acknowledged as an important element. A spirituality policy is in place to support this, but it is not consistently planned for across all subject areas.
Areas for development
<ul style="list-style-type: none"> Elevate the importance of spiritual development within, and beyond, the curriculum. Develop a shared understanding so that it can be explicitly recognised and planned for. Enhance the new RE curriculum through developing more rigorous assessment and monitoring procedures. Promote difference and diversity in RE and as an integral part of the wider curriculum.

Inspection findings

Great Casterton school lives by its vision to enable all members of the school community to ‘rise to the challenge’ and ‘let [their] light shine’. Leaders are clear that this vision is ‘who we are’ and defines all aspects of school life. The vision and values have been carefully crafted to reflect the context of the school and its highly inclusive nature. It promotes that all live well together in a safe, happy and nurturing environment. All are welcome. Staff go to ‘great lengths’ to ensure that the needs of all pupils, including those with additional needs or who are vulnerable, are met. Parents appreciate the kindness shown to them. They give examples of how they and their children were well supported, particularly in challenging times and attribute this to the school’s values.

The vision is underpinned by Christian values that pupils and staff know well. These are taken from the six R words from the R of the R.I.S.E. vision (as shown in the vision box above). Although the values are known, pupils sometimes confuse these with other values suggested from ongoing work with the R.I.S.E vision or British values. The school’s motto is also known, and understood, by the school community, including parents. The Bible verse which underpins it is less so. Links between it, the vision and the values are not always explicit so consequently, their significance can be missed. Visual reminders and posters around the building promote their importance, however. Pupils point these out to use as an aide memoire. The school’s vision dovetails with that of the Rutland Learning Trust (MAT) so there is cohesion of purpose. There is a strong partnership between the school and the MAT. School leaders, governors and the MAT know the school well and all are committed to promoting the Christian vision. Governors are aware of their responsibilities under the MAT scheme of delegation and undertake monitoring of RE and collective worship in line with this. They make strategic and financial decisions which reflect the vision and are in the best interests of pupils and staff. As a result, adults and pupils know they are important to the life of the school. Staff value leaders’ accessibility and willingness to listen. They appreciate the high level of care they receive and give to each other. This has a positive impact on the mental health and wellbeing of all.

The school is well thought of by the Diocese of Peterborough. There is a positive relationship between them. Regular visits and training opportunities provide knowledge of church school leadership. Leaders, including governors, are committed to all aspects of continuous improvement. They actively encourage staff to develop their professional skills and talents so that they can grow as individuals as well as members of the staff team. Subject networks and other development opportunities organised by the MAT provide important ongoing support and advice. As a result, staff can ‘shine.’

Staff and pupils love to attend collective worship, especially when this is led by local clergy. The Open the Book group are also warmly welcomed. Based on the Christian values, collective worship inspires pupils to reflect on their behaviour and attitudes. Through listening to Bible stories, they learn more about what Christians believe. Pupil worship leaders say the opening and closing sentences which invite others to worship. Hymns and songs are an important part and are enthusiastically sung. The actions to Lord’s Prayer have been introduced to reinforce its importance and engage pupils in a ‘fun’ and relevant way. Those with no faith or alternative world views are comfortable taking part, using prayer time to reflect in their own way. Worship leaders are involved in planning and delivering acts of worship, particularly on specific topics such as ‘looking after God’s world’. All have welcomed the return of special services held in church, which are well attended by parents. This further strengthens the strong relationships between the church, school and community. Although pupil views on collective worship are canvassed, this does not always include information on its impact.

Curriculum development is a strength of the school. It has been designed so that pupils of all abilities can access learning. At the heart is the desire for pupils to be the best they can be, based on the premise that if pupils are nurtured, they are happy and will flourish. Care is taken over how pupils learn, so that they can know success and become confident, happy learners. Academic achievement and effort are equally celebrated each week in a ‘celebration assembly.’ Trips, visits and clubs enrich pupils’ learning experiences. Classes have been named after ‘Amazing People’ who

represent the school's values, promote citizenship, dignity and respect and represent a diversity of culture. Pupils say the 'Amazing People' can give them aspiration and hope to 'achieve anything no matter who they are.' Although the importance of a spiritual element within and across the curriculum is known, this is not distinct from social, moral and ethical elements. A shared understanding of spirituality is not yet developed. Pupils are encouraged to write prayers, but they are not always clear as to their significance or purpose. A poster depicting prayer is promoting greater understanding, however.

The RE curriculum is developing in line with the review of other subject areas. Pupils know it is important to learn about world faiths and belief and are respectful of them. Their knowledge is not always strong, however, and their understanding of difference and diversity can be limited. RE days such as Easter around the world develop pupils' knowledge of Christianity as a global faith. They enjoy learning about similarities and differences in custom and practice. Through sensitive teaching on worldviews, pupils have opportunities to reflect on 'big' issues such as 'where is God.' This enables them to explore and frame their own opinions. They confidently articulate their views and beliefs knowing that others may think differently to them. By discussing with their friends they understand why this might be, and respect viewpoints other than their own.

Pupils enjoy fulfilling their roles and responsibilities, and 'rise to the challenges' these present. Year six sports ambassadors receive training to set up games and activities for younger pupils at lunchtime. They know this makes a difference to their happiness as it 'stops them being lonely'. The school council organises fund raising events and understand that the money they raise for organisations such as Children in Need can change things for the better.

Information			
School	Great Casterton Church of England Primary School	Inspection date	19 January 2023
URN	146397	VC/VA/Academy	Academy
Diocese/District	Peterborough	Pupils on roll	89
MAT/Federation	Rutland Learning Trust		
Headteacher	Sally Gooding		
Chair of Governors	Kevin Osborne		
Inspector	Rachel Beeson	No.	952