

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Canewdon Church of England Primary School	
Address	High Street, Canewdon, Rochford, SS4 3QA
School vision	
<p>We work and have fun together to open minds. We pursue excellence through our inspiring and creative learning environment.</p> <p>‘I can do everything though him who gives me strength.’ Philippians 4:13</p>	
School strengths	
<ul style="list-style-type: none"> • The Christian vision of the school drives the decisions and actions of the leadership. As a result there is a culture of respect and aspiration that allows all to flourish. • The applied vision creates a culture of inclusion through the creative learning environment where all can succeed and thrive. • The well-organised and ambitious curriculum secures knowledge. The belief that everything is possible opens minds in the pursuit of excellence. • Strongly rooted Christian worship supports individual reflection. It frames and extends the shared values of respect, responsibility and integrity. • A carefully constructed and confidently taught RE curriculum ensures pupils' understanding of a wide range of religions and world views including Christianity. 	
Areas for development	
<ul style="list-style-type: none"> • Support pupils to develop their skills and confidence to view themselves as agents of change. • Embed opportunities for reflection across the whole school environment and develop a shared understanding of spirituality so that all may flourish. 	
Inspection findings	
<p>The Christian vision of Canewdon Church of England Primary School is at its heart. The leadership, staff and pupils act with determination to fulfil the ambition of the vision. It drives the strategic decisions of the leadership. This is evidenced in the carefully chosen partnerships with other schools including the multi-academy trust. The partnership shares the vision and values of respect, responsibility and integrity. These are embedded in the school and encourage the pursuit of excellence. Working together across the schools supports subject leadership within the curriculum and provides wider learning opportunities. Pupils benefit from staff expertise across the schools. The relationship between the schools and the inter-school pupil working is enjoyable and opens minds. It both expands and enhances learning opportunities. As a consequence, there is a demonstrable impact upon pupils' learning and flourishing. The school has effective support from the Diocese of Chelmsford to maintain its Christian distinctiveness in its new partnerships.</p> <p>The curriculum is shaped by the vision to work together and have fun. An enquiry approach supports</p>	



minds being open to new ideas. Pupils use a secure knowledge base to consider far reaching questions and apply their learning. This impacts on their enthusiasm about their work and their happiness in school. They are confident in their own abilities and enjoy challenge. They are keen to demonstrate this, participating in the interschool competitions such as the poetry slam and the spelling bee. Working in larger groups across the partnership on curriculum days, such as the Year 2 history day, extends the fun of learning. There is a strong creative approach in the teaching of the curriculum that promotes ambition. As a consequence, pupils are aspirational, creative and determined when expressing their choice of future careers.

The core values of respect, responsibility and integrity are embedded in the culture of the school. Respect is described by the pupils as 'loving your neighbour as yourself' as well as appreciating and caring for the environment and the world. They express the determination to do what is morally right. Rooted in biblical examples, the values are demonstrated by pupils. They are modelled by staff and leadership as well as supported by the parents and the wider community. Families experience a warm welcome and nurture from the dedicated staff. This includes parents coming into school for sessions to see their children's learning in the shared desire for the pupils to thrive. Leaders share the vision beyond the school through a variety of effective communication systems.

The Christian vision of the school creates a culture of inclusion in which all are treated well. Staff are united in a determination to create a calm and stimulating environment where all pupils flourish. Resources and spaces are used creatively to meet the needs of all the pupils. Pupils show respect for each other. They are proud of the well thought-out provision made for individual needs that benefit all. Desiring the best for each other, they prove the impact of the school values of respect and integrity. They both encourage each other to succeed and rejoice in the visible success of their peers. Pupils play well together. They recognize that the adults treat them well and fairly. They trust them to resolve issues on the playground. Play leaders are developing the skills to support self-management and restoration when pupils disagree. This is building on the school value of responsibility in increasing pupils' ability to resolve issues independently.

Inspiring collective worship enables the whole school to reflect on the vision at the start of each day. This enables adult and pupils to flourish spiritually. Worship is invitational and well planned by the adult lead with a pupil group and local clergy. Partnership with the local church and clergy provides weekly worship that deepens the positive impact of the vision. Biblical stories are enacted and interactive. As a result, pupils and staff are able to explore and reflect on gospel based qualities such as perseverance and courage. The pupil-led worship group extends the theme into each class with age-appropriate activities that extend reflection. Many pupils also choose to extend their knowledge and thinking by attending the popular Bible club provided by the curate. Pupils benefit from the Bibles given to them by the church. Visiting the church regularly for special services and activities such as the Christingle service deepen pupils' understanding of Christianity. As a result of the work of the clergy and these experiences, pupils record they feel 'at home' in the church.

Spiritual development is intrinsic in the curriculum through the enquiry questions. These stimulate thinking and reflection and lead to creative outcomes. Pupils make good use of special areas which invite them to consider, respond and reflect. These are found throughout the school in classrooms, corridors and the sensory room. Each offers a place for reflection. The prayer tree is particularly important in the development of individual thought and reflection. Prayers written by the pupils and hung on the tree are chosen in worship time and at points in the school day. Staff have a broad understanding of spirituality. Pupils' individual spiritual understanding is less developed.

Following the vision, it is a strength of the staff and pupils school community to recognise and respond to local needs. This is in the firm belief that they can make a difference. The school community's support for charities such as the local foodbank is significant. The pupils' leadership

skills are growing through caring for their environment. Ecological initiatives are important to them. Their focus is currently on the school and their immediate locality. Visiting the Houses of Parliament has broadened pupil ideas of democracy. Currently, issues of justice in the wider world are less explored and pupils do not see themselves as agents of change.

RE opens minds as pupils and staff work together in creative ways. Planning in RE is effective as it builds on knowledge and understanding of world faiths and belief as pupils move through the school. Adult subject knowledge is also well supported by the resources so there is clarity and confidence in the planning. Interesting and creative approaches include the practical experience of visiting places of worship. Pupils are able to articulate the importance of RE. They demonstrate respect in their knowledge and understanding of a range of faiths. There is a secure balance between the disciplines of theology, philosophy and human sciences. The enquiry approach supports deeper thinking both in this subject and across the curriculum.

The inspection findings indicate that Canewdon Church of England Primary School is living up to its foundation as a Church School.

Information			
Inspection date	29 January 2024	URN	149618
VC/VA/Academy	Academy	Pupils on roll	107
Diocese	Chelmsford		
MAT/Federation	Berlesduna Academy Trust		
Executive Head teacher	Samantha Willis		
Chair	Katie Boulahlib and Martin O'Rourke		
Inspector	Linda Wiskin	No.	2211