



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Great Clacton Church of England Junior School	
Address	Craigfield Avenue, Great Clacton, Clacton-on-Sea, CO15 4HR
School vision	
Our school vision 'Let your light shine' Matthew 5:16, underpins all that we do. We believe that every child should flourish and celebrate their uniqueness and potential -letting their light shine in the school community and beyond.	
School strengths	
<ul style="list-style-type: none"> • Leaders, governors, staff and pupils have a deep understanding of the Christian vision. They recognise how this underpins the actions of the school. • The learning experience for pupils across the curriculum enables them to flourish. The curriculum recognises the needs of the community resulting in a school culture where all pupils can shine. • Effective strategies are employed to support pupils with special educational needs and/or disabilities (SEND) and those who are vulnerable. This results in a strong culture of inclusion. • The provision and profile of religious education (RE) means that it is a valued part of the curriculum. It is challenging, accurate and relevant. Knowledge and expertise is shared effectively. • The school is outward-looking. Strong partnerships have been developed to create opportunities and high-quality provision for pupils. Staff also benefit from these partnerships. 	
Areas for development	
<ul style="list-style-type: none"> • Explore further the different approaches to collective worship. This is so that opportunities for spiritual development are enhanced and enriched. • Develop the whole school understanding and language of spiritual flourishing. This is so pupils are better able to articulate the wider dimensions of their lives. 	
Inspection findings	
The school's Christian vision to 'Let Your Light shine' enriches the life of the school. The strength and depth of the vision drives the actions of the school community. This is reflected in many areas of school life and has a profound impact on pupil experience, provision and flourishing. Furthermore, the school is mindful of the socio-economic needs within the community. Pastoral systems are	



tailored for the nurture and support of all pupils. This emerges from the vision that all should 'shine'. The priority for staff professional development, training and support is based on the school's vision, ensuring that they too thrive. The vision informs and shapes the development of the school. It underpins the school's focus to meet and enable the learning needs of each pupil. Governors have a clear understanding of the purposes of their role. This is evident in the focused monitoring that informs their understanding and equips them to challenge and support effectively. Great Clacton Church of England Junior School is an active part of the Diocese of Chelmsford Vine Schools Trust. The school's vision while being distinctive from that of the multi-academy trust (MAT), is aligned with it.

The whole curriculum employs an enquiry approach and is modelled on the RE framework. Enrichment and opportunity for all are central to this. Pupil learning experiences are shaped to meet individual needs and to enable each learner to learn well. The school has developed access to resources to provide high-quality opportunities for vulnerable pupils and those with SEND. This includes for their families. The school offers a variety of provision and intervention including for academic and social, emotional and mental health (SEMH). Leaders build effective partnerships with multiple agencies. This ensures that pupils' needs are supported with a strong focus on the development of the whole child. The impact of the vision extends to parents who value being listened to and supported in their parenting. The school's approach to spirituality is discussed through 'Ow, wow and now' moments. Although these opportunities for spiritual development are not fully embedded or part of a pupil's experience. Not all teachers are confident in approaching matters of spirituality as they arise in their teaching.

Collective worship is planned in a meaningful way that offers a variety of opportunities for pupils. Additionally, they are enthusiastic in their participation and enjoy opportunities to sing. Collective worship ambassadors take pride in their various roles in worship. This includes reading a prayer, lighting a candle and reading a Bible verse. Pupil voice is used to ascertain pupil perception, experience and understanding of worship. There are some opportunities for collective worship to be inclusive and for pupils to respond in differing ways. Staff explain that worship is central to the school day. The enjoyment of collective worship is evident in pupil engagement with the content and how it leads to further discussion. The school has a strong relationship with the local church and this further enhances the collective worship experience. The local vicar and the children and families worker are both active in leading collective worship. They also host regular services in the church for the school community. Regular, planned use of the prayer space makes a significant contribution to pupils' opportunities for reflection and spiritual flourishing.

There is a strong culture of kindness and of treating others well at Great Clacton Junior School. This includes the school's restorative approach to behaviour management. This is based on the school values of LIGHTS - love, integrity, generosity, hope, thoughtfulness and service. Pupil wellbeing is prioritised. The wellbeing hub offers intervention for pupils with SEND or those who are who are vulnerable. There they are offered one-to-one, personalised support which develops confidence. Regular and focused staff training has resulted in increased staff confidence and skill in managing pupils with additional needs. For example, training in trauma-perceptive practice, ensures all staff have the understanding and expertise to support pupil wellbeing. Strong pastoral support ensures that all pupils are valued and enabled to thrive. Pupils are given a range of opportunities that enrich their experience. The school's Forest School has beacon status and provides a rich breadth of activity for pupils. This includes a focus on stewardship. For example, planting trees, reshaping the pond, meadow planting and many practical challenges to develop pupils' interests.

The school benefits from the partnerships it has forged with other schools. Leaders have been quick to access support when it has been needed. This has had a cumulative effect, increasing expertise and provision which has resulted in a positive impact on school culture. These partnerships are

utilised to create the best opportunities for staff and pupils. Leaders and teachers are active in leading professional development, sharing good practice and supporting other professionals. This has been both within the MAT and further afield. The Christian foundation of the school is evident in the equipping and enabling of staff to flourish. The MAT attests to the significant impact that the school has had across the trust. Pupils who are community ambassadors have the opportunity to put their faith in action. They are proactive in their community work visiting a residential home, a mother and toddler group and supporting the foodbank. The affordable food shop is one example of how the school offers help, support and provision for the local community. The impact of this school service is greater assistance for families in need.

The RE learning programme is devised using high-quality resources so that it meets the needs of learners. It has a high profile in the curriculum. The content is balanced, well thought out and offers pupils challenge. The enquiry-based curriculum asks big questions and prompts discussion and reflection. This results in pupils who are engaged and enthusiastic in their learning. Activities offer a meaningful and rich opportunity to develop a wide range of skills; exploring Christianity, different faiths and worldviews. Staff confidence and expertise in delivering the RE curriculum are prioritised. The impact of this is clarity and understanding around the delivery of the content. The subject leader provides regular support for class teachers. The school also makes use of diocesan training and accesses professional development for R.E leaders.

High-quality teaching of RE ensures pupils make good progress and explore the subject through a broad range of activities. Lessons offer pupils the chance to consider their own religious, spiritual and philosophical ways of thinking. Regular teacher assessment at the end of each unit identifies gaps in knowledge which are addressed by revisiting content. Pupils are curious learners and engage critically with the subject. Their knowledge and understanding demonstrates a clear respect for those whose beliefs differ from their own.

The inspection findings indicate that Great Clacton Junior School is living up to its foundation as a Church school.

Information			
Inspection date	25 January 2024	URN	140367
VC/VA/Academy	Academy	Pupils on roll	252
Diocese	Chelmsford		
MAT/Federation	Diocese of Chelmsford Vine Schools Trust		
Executive Headteacher	Karen Jones		
Chair	Julie Taylor		
Inspector	Claire Gibson	No.	2227