

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

North Cockerington Church of England VC Primary School	
Address	School Lane, North Cockerington, Louth, LN11 7EP
School vision	
<p>Empowering all to flourish and succeed.</p> <p>‘I can do all this through him who gives me strength.’ Philippians 4:13.</p> <p>Our small community welcomes everyone. We aim to achieve this by providing a challenging and supportive learning environment where each of us can flourish. With our foundation of Christian values, we strive for excellence in all that we do. We seek to empower our community to be excited about the future.</p>	
School strengths	
<ul style="list-style-type: none"> • The Christian vision has been carefully crafted as a sensitive response to the needs of pupils and the wider community. Success is achieved by building resilience through a balance of challenge and support. All are encouraged to find strength in God and, as a result, are able to flourish. • The three golden threads in the school’s inspiring curriculum are drawn from the Christian vision. Each has a foundation in the teachings of the Bible. They support both pupils’ personal development and their understanding of diversity in the wider world. • Relationships within school and across the community are well-established and extremely positive. The resulting understanding and mutual respect enable all pupils and adults to thrive in a nurturing environment. • Pupils are enthusiastic about religious education (RE). The well-sequenced curriculum is very effective in supporting understanding of different worldviews and their own developing beliefs. 	
Areas for development	
<ul style="list-style-type: none"> • Develop a more consistent, shared understanding and language of spirituality. This is to ensure that the curriculum and collective worship provide opportunities for the spiritual development of all. • Extend the range of opportunities for all pupils to engage in social action. This is to support the development of a sense of themselves as agents of change. • Build on current strengths and monitoring activities to plan for the future growth of North Cockerington as a Church school. 	
Inspection findings	
<p>At the heart of its community, the school provides a safe and nurturing environment for staff, pupils and their families. Leaders have established an aspirational Christian vision that aims to empower all to flourish and succeed. The vision is made real through the strong network of relationships within and beyond the school. As a result, there is a high level of trust between staff and parents,</p>	

adults and pupils. Everyone is accepted, known and their needs understood. All are encouraged to seek strength from God, or a power beyond themselves, in all that they do. The vision is built on teaching in the Bible that gives Christians this hope and purpose. It is expressed through a carefully chosen set of Christian values, one of which is explored in depth each term. Pupils learn what the Bible teaches about each value and are encouraged to apply it in their own lives. Over time, firm foundations are established on which pupils can build and develop character. This is evident in the quality of consideration shown between pupils and the confidence with which they express themselves. Leaders are motivated by a clear sense of moral purpose and commitment to the success of pupils and colleagues. However, the governing body does not have a strategic plan to build on current good practice and continue development as a Church school.

The curriculum has been carefully designed to help build resilience and expand pupils' understanding of diversity in the world. It is shaped by the Christian vision, offering knowledge and skills that will empower everyone to flourish and succeed. Three golden threads run through the curriculum and act as a guide to focus attention and help realise the vision. Each thread is supported by a clearly defined aspect of Christian teaching. Pupils are encouraged to make connections between what they learn and the Christian view of God's plan for the world. The enquiry-based approach encourages curiosity and exploration of ideas. This serves to motivate and raise expectations for all. Those with special educational needs and/or disabilities (SEND), or deemed vulnerable, benefit from this approach. They are well-supported with carefully planned interventions and included in the learning of their peers at appropriate levels. The possibility that strength can be found in God to support their learning and development is clearly understood by pupils. They take this as encouragement to keep trying, even when they make mistakes.

Collective worship plays an important part in the life of the school. Everyone feels welcome and invited to take part in ways that are comfortable for them, regardless of belief or background. The carefully planned programme is built around the school's chosen Christian values. Pupils develop a good understanding of biblical teaching about each value and how to apply it to their lives. Class reflection books capture pupil and adult responses to what they learn. Leaders, teaching staff and pupils are involved in leading different approaches to worship throughout the week. This provides opportunities for deeper consideration of the Christian faith, church tradition and what it means to be human. However, there is not a consistent shared understanding of spirituality. The school is able to celebrate key festivals in the local church building. Parents welcome the opportunity this gives for them to join pupils in worship which strengthens the sense of community.

The school has built on its long-held position in the community through the nurturing of positive relationships. These provide a foundation for strong personal development and the empowerment in the Christian vision. By giving time to listen and respond to the needs of pupils and families, leaders have created a culture in which all are treated well. Deep and often generational knowledge of families and pupils' home context enables needs to be identified early. Staff work relentlessly to ensure the most effective provision is made for pupils with SEND. The emotional needs of parents are recognised and supported with care and compassion. The commitment to wellbeing ensures that staff are supported in their personal lives as much as their professional development. This includes flexibility in work patterns to manage child care and other commitments. Behaviour is very good throughout the school, in lessons and at breaktimes. Older pupils support younger members of the community and everyone is accepted and included regardless of difference. Pupils joining classes mid-year are welcomed and settle quickly.

The vision inspired focus on developing resilience ensures that pupils are encouraged to take responsibility for their behaviour and learning. This helps them to become increasingly independent and supports the successful transition to the next stage of their education. Pupils are confident and curious, keen to question and trained to listen carefully to the opinions of others. Places on the

school council and in the 'faith followers' group are highly sought after, reflecting a strong desire to serve. The power of pupil voice has led to the provision of fitness equipment and changes to the recycling system. Pupils are keen to make a difference and are encouraged to act on their convictions. One class sponsored a polar bear after learning about the effects of climate change on the arctic environment. However, there is not a structured approach to giving all pupils opportunities to develop as agents of change.

RE is given a high priority by leaders as an important and valuable academic subject. Pupils enjoy RE and speak knowledgeably and enthusiastically about their learning. Staff benefit from support and regular training from the diocese and colleagues in cluster work with local Church schools. Regular monitoring of pupils' work and opinions enables leaders to identify specific needs for professional development. This ensures a continued focus on the accuracy of what is taught. Good quality resources are provided to staff and pupils, supporting the overall effectiveness of the curriculum. The RE curriculum has been carefully structured to ensure logical sequencing, with content building on pupils' prior knowledge. Pupils learn about a wide range of religious and non-religious worldviews. This is balanced well with the encouragement of questioning and the development of pupils' own beliefs and convictions. Work in RE contributes significantly to the 'diversity drivers' golden thread that runs through the whole of the school's curriculum.

These inspection findings indicate that North Cockerington Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	26 January 2024	URN	120580
VC/VA/Academy	Voluntary controlled	Pupils on roll	82
Diocese	Lincoln		
MAT/Federation	Spire Federation		
Headteacher	Becky Dhami		
Chair	Ian Watson		
Inspector	Peter Barfoot	No.	2216