

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cowick CE VC Primary

Snaith Rd, East Cowick, Goole, DN14 9DG	
Current SIAMS inspection grade	Outstanding
Diocese / Methodist District [delete as appropriate]	Sheffield
Previous SIAMS inspection grade	Good
Local authority / Date of academy conversion [delete as appropriate]	East Riding of Yorkshire
Date/s of inspection	Tuesday 7 March 2017
Date of last inspection	2 November 2011
Type of school and unique reference number	CE Voluntary Controlled Primary 118025
Headteacher / Executive Principal / Head of School [delete as appropriate]	Collette Bagguley
Inspector's name and number	David Shannon 617

School context

Cowick CE Primary is a small school, with a roll of around 100 pupils. It has a nursery with 4 boys and 10 girls. The roll has risen over the last few years, since the nursery unit was established. The vast majority of pupils are of white British heritage. The school has a higher than average proportion of pupils disadvantaged by educational or health issues. The current acting headteacher has led the school since September 2016, including supporting an executive head during an Ofsted inspection which declared Cowick a "good school", with outstanding personal development, behaviour and welfare. The local incumbent is actively involved in the school, and her church is immediately adjacent to the school.

The distinctiveness and effectiveness of Cowick as a Church of England school are outstanding.

- The Christian ethos of the school is seen in all learning activities, in worship and relationships, so that every child feels of immense value and constantly loved.
- There are good links between the school and the church, and the incumbent ensures these links promote the spiritual development of each child, as made in the image of God.
- The leadership of the school is exceptional at all levels, successfully sharing a vision for the school's development which empowers the whole community.

Areas to improve

- Identify and promote those distinctive Christian values which set the school apart, so that the reasons why we seek reconciliation, forgiveness and acceptance are understood by all pupils as based on the teachings of Jesus.
- Further develop the links with the Parish Church, so that the community and church are brought together by the work of the school.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

This school is forthright about its Christian ethos and is a happy and fulfilling place for children and adults. The improvement in standards of learning has been good, since each child is encouraged to reach their full potential as made by God the creator. The school Christian ethos promotes both pastoral and spiritual values, which provide a clear focus for all learning activities. Positive behaviour is encouraged by a system of team points, which secure high achievement in a caring environment, where the contribution of each child is constantly invited. Hence pupils rarely

are absent and never are excluded, since all gifts and talents are harnessed by the school. Relationships between children and all adults on the site are strong, giving each child the feeling that their learning will give them an excellent foundation for life in a multi-cultural, diverse and democratic society. The curriculum does not avoid hard issues, so that pupils listen carefully to the views of others in class, but are encouraged to put forward their own views in an environment which nurtures independent thinking. Pupils feel totally safe on site, and are able to explain the difference between bullying and falling out; older pupils help at play times as play organisers, seeing it as part of their service to others in Christ's name. The spiritual, moral, social and cultural aspects of the curriculum are taught through stimulating learning activities, such as the re-enactment of Bible stories in a modern setting to bring characters to life, and through the positive example of each adult on site. This integrated learning includes Religious Education (RE), which is planned assiduously and ensures both knowledge of religion and each child's response to their studies, so that their own spiritual journey is assured. For example, younger pupils are learning through Godly play, ably facilitated by a youth worker from the church, and older children are considering whether the existence of rules brings justice and freedom. Children engage with all activities with an infectious enthusiasm, whether considering in class the efficacy of wind-farms, or visiting Sheffield Cathedral to learn about ways Christians worship together at different times in the church year, so that learning is not confined to the school site. They are aware of global concerns, and fundraise for a wide range of charities including Samaritan's Purse, the Poppy appeal and Comic Relief, with the result that they show empathy with children in other lands. The school council representatives take their responsibilities very seriously and direct special fundraising events to ensure Cowick pupils are aware of societies very different from their own.

The impact of collective worship on the school community is outstanding

Worship is a key focus of the school, and is entered into with gusto by every pupil in the school. The close link with Cowick parish church is a clear strength, and the incumbent is readily recognised and enthusiastically greeted by every pupil. She has been a major factor in improving church-school links since the last church inspection, and children express excitement at the prospect of visiting church for the next festival or celebration, such as Mothering Sunday, or ending Lent with an Easter service. Children listen respectfully to staff and other children, who regularly take the lead in worship, so that reflective moments naturally accompany worship. All children, even the nursery class, pay careful attention, and enjoy songs they have learned by heart. Children spontaneously lead a version of the Lord's Prayer, with actions, to ensure all have an insight into its centrality in Christian worship. Themes of worship are distinctively Christian, but are presented by all staff and by a range of visitors, so children understand the rich diversity of Christian worship. Pupils readily give examples of where themes in worship have developed their awareness, resulting in greater understanding of the shared values of the school. Church ambassadors, who apply for their roles, systematically review and develop worship activities, so that pupils have a clear sense of owning their worship. Ambassadors know the liturgical calendar, and the reason why appropriate colours are used at different times of the year. But they also adopt a church member, so that they form a bond with an existing worshipper, and have a ready mentor looking out for them. All pupils can identify significant symbols used in worship, such as candles, clasped hands in prayer and arms raised in praise. Children considered in depth both Old Testament stories, including the creation story, Joseph, Moses and the exodus, and in the New Testament the parables, miracles and teachings of Jesus. Joseph and his coat of many colours were enthusiastically portrayed by the musical, which ended the autumn term to several packed performances, and involved every child. Saints are well-known, including those of our current age, so that children are encouraged to saintly actions towards one another. Hard questions are directed to the incumbent, and her replies are recorded on post it stickers, and kept in a sacred space which all children can visit. The incumbent has imparted an awareness of Jesus as Saviour, but also as part of the Trinity. Children understand the nature and purpose of prayer, and have written their own school prayer, which with grace and the going-home prayer wraps the school day in prayer. There are prayer corners in each classroom, and a prayer tree (made in Bible Club) on which requests for prayer are made, so that the place of personal and corporate prayer is understood. Children understand the role of prayer in other religions, particularly in Islam and in the Buddhist reliance on reflective prayer. Pupils readily share their own understanding of the certainties and challenges they face to live in a more Christ-like way day by day.

The effectiveness of the leadership and management of the school as a church school is outstanding

There is considerable emphasis on Christian leadership at all levels, particularly in those pupils in Fire class who lead worship, and in the church ambassadors who help link church and school. All staff have been involved in revising the school's aims and vision, as required by the last inspection. This vision, of the school acting as a positive Christian force in its community, is shared by every member of the school, and consistently furthered by teachers, other adults and children alike. The diocese has been active in leading training and setting developmental priorities in consultation with the school leaders and other staff. The leadership of the acting headteacher is by example, encouraging others to regard difficulties as challenges and to remain positive at all times, thus ensuring that

standards continue to rise as each child makes the greatest possible progress. She is ably supported by the coordinator of RE and worship, who attends local authority and diocesan training events, and ensures the curriculum is constantly improved. Each adult on site is enthusiastic to undergo professional development, so training is effectively preparing adults at every level to further the Christian distinctiveness of a church school. Progress by each child in RE is assessed by the whole school Flic assessment system, which emphasises what each child can do, hence nurturing confidence and self-worth. Governance is a strength of the school, with governors carefully yet rigorously holding school leaders to account, so that the distinctiveness of the school pervades every area of activity. The governors had recently completed a review of the school's RE and worship policies, so that clear developmental goals could be set, to enable the school to flourish as a church school. The requirements of statutory RE and collective worship are fully met. Governors act as important links with the community, which is thoroughly supportive of the school, and anxious to enhance its development. Parents and friends act as fundraisers and club leaders, ensuring a wide range of activities and visits so that the children have many ways to develop their gifts and talents. An event such as Mothering Sunday involves the children in making presents and issuing invitations, and takes place in the Parish church, thus building links between the school, church and community. Further links ensue from Harvest or St. Patrick's Day, where the church service is followed by a communal meal in school. Thus this school is acting as a conduit for bringing people together, thus gently and subtly furthering its role in building up the body of Christ in Cowick and its community.

SIAMS report March 2017 Cowick CE Voluntary Controlled Primary, Snaith Rd, East Cowick DN14 9DG