

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Corvedale Church of England Primary School			
Address	Diddlebury, Craven Arms, Shropshire SY7 9DH		
Date of inspection	12 November 2019	Status of school	Voluntary aided primary
Diocese	Hereford	URN	123559

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Requires Improvement
Additional Judgements	The impact of collective worship	Grade	Requires Improvement
	The effectiveness of religious education (RE)	Grade	Good

School context

Corvedale is a primary school with 86 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The headteacher has been in post for five years.

The school's Christian vision

Love learning, love life

Learning is centred on a challenging, exciting and broad curriculum. For life, our vision is one of a kind, supportive community of teachers and learners, in which respect is central to all relationships. We serve the community, provide an education of the highest quality rooted in Christian faith and practice, within a caring, stimulating and trusting environment.

Key findings

- The school's vision 'Love Learning, Love Life' is evident in all areas of school life. However, leaders have not set the vision and its associated values within an explicitly Christian context. This is why the school's distinctiveness and effectiveness as a church school requires improvement.
- This is a school that promotes a love of learning at every level. Pupils are eager to learn because staff are diligent in creating experiences that engage and delight them.
- The headteacher and his staff know pupils extremely well. They care for them as individuals so that pupils and adults flourish in many ways.
- Collective worship is enjoyed by pupils. Pupils are unsure of how the Bible stories they learn about are relevant to their daily lives. This is because worship doesn't sufficiently root the school's vision and values within a Christian context.
- The school has made much progress in the teaching, learning and assessment of religious education (RE). Teaching and learning of RE throughout the school is good.

Areas for development

- Develop a vision and associated values which are clearly understood by all to be rooted within the Christian faith so that it drives policy and practice.
- Ensure that leaders develop a rigorous system for monitoring the distinctiveness and effectiveness of the school's Christian vision, collective worship and RE.
- Empower pupils so that they are confident to plan, lead and evaluate worship, regularly.
- Develop the prayer life of the school so that pupils recognise the values of prayer, reflection and stillness within their own lives.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Corvedale is a school where the children are at the heart of the school's work. Pupils enjoy their time at Corvedale because the curriculum is engaging so that they really do love their learning. This is because staff know the pupils well and they are quick to identify how they can personalise learning. In this, the school's vision is lived out every day and in every way. However, the vision is not grounded in a clear theology or rooted within the Christian faith. The school requires improvement as a church school because it does not have a distinctive Christian vision, promoted by leaders.

The school has two separate groups of values. The 'school values' are understood by everyone to be a key driver in developing high expectations both academically and socially. Behaviour is good because pupils can see how these school values are used to promote a system that is fair and rewarding. However, these are seen as distinctly different to the school's Christian values. These are chiefly explored through collective worship and 'Wonderful Wednesdays'. Pupils do not articulate the link between the Christian values, the life and teachings of Jesus and their relevance to pupils' own lives. This is because these links are not explicitly made, particularly in collective worship.

'Wonderful Wednesdays' are treasured by all. Pupils work in their house teams, based on the parish churches within the catchment area. These sessions enable pupils to explore the curriculum in depth and enable times of reflection, so contributing to the spiritual development of pupils. They sometimes explore the Christian values in imaginative ways through drama, art and forest school. Pupils lack an understanding of how the values are relevant to their daily lives because the values are not regularly rooted within the Christian faith. Pupils have limited experiences of diversity because it is not explored explicitly throughout the curriculum. Whilst the school recognises this, it is not being sufficiently proactive in ensuring that curriculum experiences and learning address the issue.

Governors know the school well. They ensure that the curriculum is rich and varied, addressing pupils' spiritual, moral, social and cultural (SMSC) development. This is because governors have robust procedures in place for monitoring the effectiveness of most areas of the school curriculum and this drives improvement. There is not the same degree of rigour in place when governors monitor collective worship, RE or the distinctiveness and effectiveness of the school's Christian vision. Formal monitoring of RE is not of the same quality as other core subjects within the school although it is a regular item on governing body agendas. The school has good links with the local church because they take time to visit each of the churches in the catchment area regularly. The vicar is a welcome and valued presence within the school life.

All leaders are committed to giving pupils the very best that the school's resources can achieve. The majority of pupils achieve well and all pupils, including vulnerable pupils, make good progress from their starting points. This is because pupils are given individual care and attention. The four smaller classes, where the head teaches for a large proportion of the week, foster pupils' love of learning. Pupils hold staff in the highest esteem because they understand that their learning now will help them in their future lives.

The school is very supportive of the mental health and wellbeing of pupils and staff. This is because the school has such an ethos of caring for each other that everyone feels confident in accessing support when they need it. Pupils feel safe because they trust their teachers and know that they are always available to them. They know that their voice is important within school and that it makes a difference. Pupils are proud of the fundraising that they do. A child in Year 6 explained, 'We want to share our happiness. It's not fair that we have things that others don't.'

Collective worship is seen by all members of the community as a special time within the school day. Pupils enjoy the dramas that explore a variety of Bible stories. These are generally chosen to reflect the termly Christian values, but pupils do not make a link between these stories and their own daily lives. Worship starts with the lighting of a candle, although the link between this and Jesus as the light of the world is not understood by pupils. There are few links made with the Anglican foundation of the school. For example, there is no calling to worship

or reference to the colours within the church calendar. Pupils have a good understanding of the Trinity because it is explored thoroughly during RE lessons. Pupils participate eagerly, answering questions that show a good knowledge of a variety of Bible stories. They do not regularly plan, lead or evaluate worship. This is a role that they are keen to take on. 'I would love to do that,' exclaimed a child in Year 5. Pupils sing beautifully and this contributes well to enabling pupils to understand worship as a time that is inspirational and reflective. They share the Lord's Prayer with enthusiasm. Their understanding of other types of prayer is limited. This is because prayer is not a focus within the school. Pupils value times of reflection and make a clear link with how some of the sessions on a Wednesday help them to be still and reflect.

RE has been a real focus since the last inspection. The newly introduced curriculum and assessment system ensures that pupils have a good knowledge of a range of faiths and religions. They understand how important it is that they understand the principles of faith, developing respect for all. They are encouraged to explore differing points of view through debate and discussion and feel safe to share their own ideas. RE expresses the school's desire to give pupils a love of learning and so support them in their life's journey.



The effectiveness of RE is Good.

Teaching and learning in RE is good because the RE lead and headteacher take effective steps to improve the outcomes in RE. Recent changes in the curriculum and in assessment procedures ensure that expectations are high. This is because staff have access to training both within school and through the diocese. Governors ask searching questions in meetings which ensure that leaders of RE are given the support they need.

Headteacher	Jonathan Brough
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