

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Osyth Church of England Primary School			
Address	Norman Close, Clacton-On-Sea. Essex CO16 8PN		
Date of inspection	6 February 2019	Status of school	Academy inspected as voluntary controlled: Diocese of Chelmsford Vine Schools Trust
Diocese / Methodist District	Chelmsford	URN	142775

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	Good
Additional Judgements	The impact of collective worship	Grade	Good

School context

St Osyth is a primary school with 303 pupils on roll. The school has a very low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above the national average. The proportion of pupils with special educational needs and/or disabilities (SEND) is above the national average. The school is a sponsored academy within the Diocesan Trust.

The school's Christian vision

'Love one another as I have loved you' (John 15:12).

This is the Christian foundation for high expectations for learning, achievement and behaviour for each and every pupil and for the way the school works with families, its parish and whole community.

Key findings

- The distinctive Christian vision at St Osyth reflects its local context and has a demonstrable impact on relationships across the school community. School leaders and governors readily associate the vision with the successful drive to raise pupil achievement. This is less the case for parents and pupils, although they do understand that they are part of a church school which has established core Christian values.
- All pupils are welcome and valued as unique individuals. As an outworking of the school's Christian vision, the provision and pastoral care for pupils who have additional needs and for their families is highly effective, enabling all pupils in the school to flourish.
- Membership of the Vine Trust has broadened learning opportunities for pupils and staff. Senior leaders actively contribute to the strategic work of the Trust as well as providing support for other member schools.
- Collective worship and religious education (RE) are integral. The school's vision and core Christian values are actively promoted through worship and there is clear evidence of the impact on pupils' behaviour and positive attitudes to learning. However, although evaluation of both takes place, this is not systematic or frequent enough to influence developments positively.

Areas for development

- Ensure that the school's Christian vision impacts on all areas of its life so that all, and particularly pupils and parents, have a broader and deeper understanding of how it drives developments within the school.
- Develop more systematic and deeper evaluation of collective worship and RE by all stakeholders, utilising the outcomes to inform change and strengthening opportunities to underpin the school's vision.
- Expand opportunities for pupils to understand, respect and celebrate diversity within the United Kingdom.
- Provide the encouragement and stimuli required for pupils to instigate social action beyond the school.

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

Although the vision statement for St Osyth was introduced relatively recently, it has been drawn from five well established core Christian values. All members of the school community readily identify the biblical foundation of these as well as that of the vision. Pupils cite examples of stories from the Bible linked with each value. The vision statement was developed by staff and governors, the process being led by the vicar. It is visible throughout the school and all staff and pupils recognise its importance. Governors express the process as 'tying all of our core values together'. However, understanding of its relevance to pupils' academic aspirations as well as to relationships across the community is limited to senior leaders and governors. They see the process of raising academic standards and the imperative of retaining the school's Christian distinctiveness as intertwined. Staff, whether in leadership, teaching or in a support role, are passionate about their school and its Christian service to all its pupils. As an outworking of the vision they are deeply committed to providing the best for every pupil. Consequently, they work effectively together to help those facing barriers to learning make progress. This has had a demonstrable impact on the quality of teaching and learning across the school. As a result, there have been improvements in the achievement of pupils, including those who have special educational needs or disabilities (SEND). Although Year 6 outcomes in English and mathematics remain below the national average, the gap has closed considerably. The quality and progress of work in pupils' books and their positive attitude to learning, provide clear evidence of continuing improvement. In keeping with the Christian vision, leaders have ensured that raising standards in English and mathematics has taken place alongside the development of an engaging, broad and balanced curriculum. The pastoral, as well as the educational support provided, is enabling all pupils to flourish. This reflects the positive impact of the school's Christian belief in nurturing the God-given potential of each individual. This support is not limited to pupils. Parents cite examples of the ways in which school staff go 'above and beyond' to support them as well as their children.

Effective use has been made of training events provided by the Diocese, particularly in relation to RE. The opportunities for collaboration and training within the Trust are highly effective in supporting and developing staff, including those who aspire to be future Church school leaders. Governors visit the school frequently and know their school well. Governors are periodically involved in monitoring and evaluating the impact of the school's Christian vision, RE and collective worship. However, this process is insufficiently robust to provide sufficient feedback on a regular basis. Strong partnerships exist with the local church, the Diocese, and other schools within the Trust. All leaders have contributed to the process of evaluating the school's Christian foundation, which is detailed and accurate.

A suitable range of spiritual development opportunities are offered and well responded to by pupils. For example, all classrooms have interactive displays, reflecting the current themes, dedicated to worship and RE. A space for prayer and reflection has been created in a shared area of the school. This is regularly reviewed and refreshed by the pupil worship leaders. Here, and in other ways, pupils' thoughts, reflections and prayers are recorded and shared. As an outworking of its vision a wide range of extra-curricular opportunities enable pupils to flourish in areas beyond the formal school curriculum.

The school's vision underpins its celebration of difference and diversity very well through its inclusive ethos. Pupils are confident to express their views in a culture of respect for one another. However, pupils' appreciation of cultural and ethnic diversity within the United Kingdom is limited. A range of opportunities are provided for pupils to undertake responsibilities. Prefects are proud of their badge. One described part of her role as setting the best example for others to follow. Pupils contribute to the identification of a range of charitable giving which they readily link to their core Christian value of compassion. They value the opportunity of helping in the local community through practical gifts at harvest time and visits to a local residential home. Pupils are made aware of wider issues such as God's world being polluted by plastics in the oceans. However, the extent to which they take the initiative in social action is limited. Relationships across the school community are strong and reflect its Christian vision well. Consequently, behaviour is good and there have been few exclusions. Pupils demonstrate resilience when their learning is challenging and make positive choices, particularly in supporting and encouraging each other.

Collective worship is recognised by staff and pupils as a central to the school's Christian foundation. The programme is well planned, with a clear theological foundation. It encourages pupils and staff to live out the school's vision and values and consider key Christian beliefs. Pupils describe it as having a direct impact on how their behaviour and attitudes. Biblical teaching underpins the theme of worship, relating scripture to pupils' own lives. Although they have an appreciation of the importance of Jesus for Christians, pupils understanding of God as Father,

Son and Holy Spirit is limited. Prayer is frequently led by pupils and is seen as a natural opportunity to reflect on the theme of worship. All Trust schools pray for one another in rotation, deepening a sense of a wider shared community of schools. Since the previous denominational inspection pupils have the opportunity to become worship leaders. They have an integral role within the pattern of worship enhancing provision, for example, by planning and leading worship for Reception classes. They receive training in their role which includes meeting with pupils who have similar responsibilities within the Trust. The parish vicar contributes well to the planning and leadership of worship. Pupils and parents regularly attend worship at the parish church, resulting in them gaining an appreciation of its importance for the local community. Although pupils and governors contribute periodically to the evaluation of worship, this process is insufficiently robust to have significant impact on further development.

Senior leaders and governors recognise the importance of RE in ensuring pupils flourish. This results in time and resources being invested in the subject which, in turn, have led to improvements in teaching and learning. The school has drawn on the support and training provided by the Diocese, particularly in introducing the Understanding Christianity resource. The subject leader is effective, supporting her colleagues to deliver relevant and stimulating RE. Planning draws well on the locally agreed syllabus and meets statutory requirements. There is a good balance of content between Christianity, other faiths and moral and ethical issues. Written work is of high quality and includes opportunities for pupils to reflect and respond to the area being studied. Pupils appreciate the changes made to RE and describe their lessons as, 'more exciting and meaningful,' and, 'we get more from it'. However, assessment practice is under-developed and the potential of RE to contribute to pupils' understanding of the multi-cultural nature of Great Britain is not fully realised.

Since the previous inspection the school's effectiveness as a Church of England school has continued to grow, enabling pupils and adults to flourish.

Headteacher	Mark Carter-Tufnell
Inspector's name and number	Graham Lancaster 713