

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Claypole Church of England Primary School

Vision

We aim to be an inclusive, caring school where we give everyone the time and support needed to challenge and guide one another - to open minds and widen horizons - to work together towards the flourishing of all members of our school community so that everyone can fulfil their potential.

'If you believe, you will receive whatever you ask for in prayer.' (Matthew 21:22)

Strengths

- The Christian vision at Claypole impacts both adults and pupils. Members of the school community flourish because the vision influences all the school offers.
- Relationships across the school between adults, pupils and parents are strong. Leaders passionately ensure that all at Claypole are known and cared for as the unique person they are. Parents value being able to share concerns with staff and the way in which each child is considered as a unique individual.
- Pupils flourish spiritually. This is because of the shared understanding of spirituality, across the curriculum and in collective worship.
- A well-balanced, sequential curriculum in religious education (RE) supports pupils' growth of understanding of a range of religions and world views.
- Effective leadership ensures the curriculum in RE is challenging, well-sequenced and well-balanced. This results in a positive learning experience for pupils. Staff value training and coaching, which ensures a consistent approach to curriculum delivery.

Development Points

- To further extend 'spirit of service' activities, so that all pupils have the opportunity to be 'change-makers' in their local community and more widely in the world.'
- To enrich the RE curriculum through visits to places of worship, providing opportunities to extend pupils' understanding of religions, beliefs and practices.



Inspection Findings

The Christian vision at Claypole impacts on adults, pupils and parents, inspiring a culture of hope and aspiration. Leaders and staff translate the vision from a set of words into practical actions and a way of life. Naturally loving and inclusive relationships are lived out in biblically rooted values, such as peace and resilience. As a result, adults and pupils, including those who are vulnerable or have special educational needs and/or disabilities (SEND), flourish. Members of the school's community clearly articulate the impact of the vision. Parents share how their children attend school happily. This is because they are supported and challenged to be the best version of themselves. Staff and pupils speak with passion about the way the vision inspires them to be the best they can be. Governors and staff support the headteacher in leading other church schools, sharing expertise, and leadership opportunities for staff at Claypole. A range of partnerships impact positively on the life of the school. For example, working on school improvement projects as part of a regional group of church schools. Staff training is supported and developed through partnership with a teaching school alliance. Clarity of purpose from leaders, governors and staff, drive decisions and policies, creating a culture of ambition.

The curriculum is shaped by the vision, setting high standards. Through effective staff support and resources pupils' flourish. The curriculum is adapted to meet individual needs. Monitoring by leaders identifies the impact of the vision on pupils' learning and flourishing. For example, implementing a central question throughout each topic to develop enquiry-based learning. Leaders make decisions in line with the vision. Library books chosen encourage reflection about inclusion and fulfilling potential, challenging pupils to view life through the eyes of others. Pupils thrive spiritually, due to a common appreciation of spirituality woven throughout the curriculum.

Collective worship includes everyone, and all are invited to participate. It provides moments for pupils to gather, be still and reflect. This is because worship is shaped by the vision, 'to open minds and widen horizons.' Age-appropriate opportunities for spiritual development engage pupils as they reflect on the concepts of self, world, beauty, others, beyond. As a result, they share how reflecting in this way is important to them. They clearly explain how it will be different for everyone at different times. Christian values are used as tools for weekly themes. Church visitors, choir worship and celebration worship, enhance and enrich individuals' spiritual development. Worship leaders spiritual flourishing is supported through opportunities to be actively involved. They prepare the worship space and read aloud prayers written by other pupils. Collective worship strengthens their understanding of Christian values. They reflect on ways the values can be lived out in their own experience. For example, learning to help others from the story of the good samaritan. Adults speak of the significant impact of pupils singing in worship on their own spiritual flourishing. Close partnerships with clergy from the local church and visiting speakers support worship, enriching the experience for pupils and adults. The partnership extends to contributing to the curriculum and providing valued support for leaders. Parents are informed about collective worship through newsletter links to the school's own You Tube worship channel. This enables them to be aware of, and discuss, the thematic value with their children. This extends the impact of collective worship beyond the school.

The vision creates a nurturing school community. As a result, pupils and adults thrive in a culture that is inclusive, respectful, and fair. Systems to enhance positive wellbeing and good mental health are embedded and benefit pupils and adults. Living out the words of the vision, staff and governors ensure barriers to flourishing are removed. Parents confirm this. Staff warmly welcome pupils at the gate each morning, ensuring a prompt, personalised response when concerns are raised. The school provides a safe space in which parents know their voice will be heard. The support that staff receive for their own wellbeing from leaders is appreciated and valued. This is because leaders take time to speak to staff and respond to concerns as they arise.

Through policies rooted in the vision of the school, behaviour is respectful and caring. Forgiveness and reconciliation between pupils occur instinctively when problems arise. Pupils value the structures in place to give



them a voice and speak out if they have concerns. As a result, they learn to help one another through the 'be kind' behaviour focus. Leaders and staff model compassionate and nurturing relationships throughout school. This results in a culture of 'everyone working together, all of the time'. Pupils, regardless of ability, work positively in whole school mixed year groups during 'our time', exploring philosophical questions. This results in strong relationships between pupils, developing listening skills and confidence. Pupils understand the importance of justice. This is supported across the curriculum. They talk about 'humans being cleverer than animals, so they are responsible for looking after everything and everyone God creates'. Pupils are encouraged to show responsibility towards others. This is evident in the wide range of leadership opportunities provided, such as pupil parliament. They take part in numerous 'spirit of service' activities in the local community. This includes supporting residents at a local retirement home. Pupils speak with enthusiasm about the difference they make to people through singing, giving cards and gifts, and dancing. These opportunities at present are currently undertaken by older pupils.

The RE curriculum is balanced and sequential, fostering pupils' understanding of a range of religions and world views. Pupils are eager to reflect on 'big questions' which stimulate their thinking. Effective monitoring and evaluation of the impact of the curriculum takes place, with identified support offered to staff where required. This enables pupils to flourish in RE, regardless of ability. Identifying knowledge starting points required at the beginning of units exemplifies the impact of monitoring. This is giving greater clarity to what pupils are learning in RE lessons. Pupils have a safe and valued space in RE to develop their religious literacy, using correct language to deepen understanding. For example, younger pupils name different kinds of prayer using their fingers as an aid to memory. Older pupils use the vocabulary of shahadah and salat, when naming the five pillars of Islam. Visitors enhance the RE curriculum. In conversation with them, pupils develop an appreciation of beliefs and the impact of them on the lives of believers. However, pupils do not have the opportunity to visit places of worship to supplement their learning in the classroom. This limits their understanding and appreciation of the diversity of lived faith and practice.

Information

Address	School Lane, Claypole, Newark, NG23 5BQ		
Date	02.10.24	URN	120544
Type of school	Primary	No. of pupils	162
Diocese	Lincoln		
MAT/Federation	Not applicable		
Headteacher	Martyn Wells		
Chair of Governors	Sarah Fisher		
Inspector	Louise Cook		