

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cheapside Church of England Primary School

Watersplash Lane, Ascot, SL5 7QJ	
Current SIAMS inspection grade	Outstanding
Diocese	Oxford
Previous SIAMS inspection grade	Good
Local authority	Royal Borough of Windsor and Maidenhead
Date of inspection	27 March 2018
Date of last inspection	8 February 2013
Type of school and unique reference number	Voluntary Aided Primary 110020
Headteacher	Kate Searle
Inspector's name and number	Helen Crolla 918

School context

The school is a smaller than average sized voluntary aided primary but is admitting increasing numbers of pupils. There are currently 163 pupils on roll. The school has recently expanded to one form entry to enable single cohort teaching. The percentage of pupils in receipt of Pupil Premium and Ever Free School Meals is below the national average and the school supports children with significant special educational needs. Pupils' attendance is in line with the national average. There is a high percentage of pupils from White British backgrounds. The experienced headteacher has been in post for the previous SIAS and Ofsted inspections.

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

- The distinctively caring ethos of the school, based upon inclusive, Christian values has a significant impact on pupils' well-being and their achievement.
- The headteacher, supported by governors and staff, articulates a strong Christian vision which has a positive impact on the community.
- All within the community are dedicated to the deepening of the existing strong and mutually beneficial relationship between the church and school.
- High quality worship, including that led by pupils, provides inclusive opportunities to develop spirituality, gain a knowledge of the Bible and reflect upon the person of Jesus Christ.
- Learners are challenged by high quality Religious Education linked to a creative curriculum.

Areas to improve

- Further develop areas for prayer and reflection outside, to enhance pupils' spiritual experiences.
- Develop opportunities to visit and engage with a range of religious communities, to enrich Religious Education (RE) enabling pupils to form a deeper knowledge of religious practice.

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

The school, through its distinctively Christian ethos enables pupils to thrive and achieve their best. Standards are above average due to pupils experiencing high levels of support and challenge. The school's vision 'Achieving our Best In Thought, In Word, In Deed' is communicated clearly and enfolds all in the experience it offers. All groups are able to articulate the essence of the school with pupils describing themselves as the 'fruit with the school being the tree'. The inclusive values are deeply embedded within the character of Cheapside which has a significant impact on the outcomes and progress of learners. The termly themes make these values memorable for the pupils and link to significant festivals within the church year. These are further supported by the Biblical quotes on the school walls which one pupil feels 'remind us how to think and behave, to make the school a nice place'. The library offers a reminder of the termly theme, supported by Bible stories and a coloured cloth representing the appropriate liturgical season. One pupil comments that this is an area where they can stop and reflect or contribute to the school prayer book.

Individual pupils are cared for to the extent that creative ways are found to maintain attendance and engagement. The school through its provision for vulnerable pupils, demonstrates a deep commitment to the wellbeing of all. The Star Room which offers a space for the nurture of pupils illustrates that the school adapts its curriculum imaginatively. The developed forest school area is used for spiritual activities, whilst enabling all ages to engage with God's creation. Such sessions clearly demonstrate the close relationships between pupils who support each other with tasks or serve each other hot cross buns from the fire.

Through charitable giving by each house team as well as harvest gifts, pupils are encouraged to actively demonstrate their values. Older pupils buddy younger children through their transition into school and sit near them at lunchtime, shaping positive and supportive relationships. Parents comment that there is a strong sense of community, 'like you've come home' which in turn encourages good behaviour and a desire to attend school. There is a caring and listening approach, which is valued by parents because they see the inclusive values impacting on their children's behaviour and understanding of Christianity. One parent commented that her Year One child announced 'I am being compassionate, mummy' illustrating the impact of the values promoted through the termly themes. All within the school community recognise that the expansion of the school has changed the building but that the Christian character continues to have a positive effect on the spiritual, moral and social development (SMSC) of all members of the community. Staff, pupils and parents mentioned the high levels of respect that are consistently encouraged and demonstrated towards one another.

The Christian character of the school affirms an understanding of Christianity within the immediate area and the curriculum is providing a developing knowledge of diversity within all world faiths. The pupils are excited by this and keen to learn more about the church and other faith communities.

The impact of collective worship on the school community is outstanding

The school offers inclusive and inspirational collective worship (CW) which is valued by the whole community. Close links with the parish of St. Michael and All Angels means that the vicar and laity, including governors, deliver Open the Book materials within engaging worship. Strategic and transformational planning of CW which is linked to the termly themes, ensures worship is rich in Biblical content, creative and prayerful. This delights the children who comment that the gatherings are 'fun' whilst teaching them about stories from the life of Jesus. Worship is respectful, offering times for prayer, reflection and enthusiastic singing. The school's vision and values are deeply embedded within CW, which reinforces the harmony cherished by the community. One pupil comments that 'this helps bring the school together.' Members of the staff team and parents feel able to take part in the worship, regardless of their faith.

The Lord's Prayer has a central place within CW and pupils are led to pray before lunchtime. They are encouraged to write prayers to be read out within whole school worship or share private prayers to be taken by Revd Johnson. Pupils express a desire to create further quieter spaces to pray or reflect both inside and outside.

Pupils demonstrate a detailed knowledge of Bible stories, significant Christian festivals and are able to articulate their understanding of the Holy Trinity. 'God is everywhere not just one person, Jesus,' explains a younger child, referring to the Holy Spirit.

Pupils are involved in the planning and delivery of weekly CW. One Year 6 pupil comments that this provides an opportunity to learn about the stories within the Bible whilst another values learning about the emotions of Jesus. Pupils welcome feedback provided by the headteacher and enjoy comments from younger children which feed into their evaluations. Leaders value pupil reflections so they provide a significant contribution to the school worship.

Reflection areas within classrooms are developing but good use is being made of the library to encourage quiet reflection or prayer. Liturgical colours are used to reinforce teaching about the Church's year, enabling a rich understanding of Anglican tradition. The library table communicates the value of Compassion with a purple cloth for Lent and a pair of boots, encouraging pupils to consider what it is like to be in someone else's shoes. Pupils, staff and

parents cherish opportunities to pray together within church for the termly services. The Church youth group thrives as a result of the worship led by the vicar because older pupils are familiar with clergy and adults within the parish community. Some pupils choose to affirm their relationship with God through confirmation whilst others value the fellowship as they transfer to secondary education. Governors pray at the start of meetings proving that prayer is woven into the fabric of school life and shapes decision making.

The effectiveness of the religious education is outstanding

Skilful planning of religious education (RE) prioritises teaching about Christianity alongside learning about a variety of other religious beliefs. The RE leader articulates a clear vision and provides strong support for other teachers. Books provide her with evidence that standards are in line with other subjects. High quality green marking acknowledges pupil achievements or deep thinking whilst pink encourages a further application of skills or correction of religious vocabulary. The RE leader collects evidence from teachers following each unit, demonstrating that highly effective assessment is being embedded within the learning cycle. This ensures RE challenges and encourages pupils to make good progress. Pupils from Reception have their own RE book which reveal that the variety of activities enriches pupil knowledge and opportunities for personal responses. For example, Reception children enjoyed making Easter gardens within a forest school session to reinforce the Easter story. One older pupil comments that RE is enjoyable because of the questions and 'discussions which prompt you to think about your responses' whilst others value the time to 'talk about their emotions and feelings'. High quality displays in all classrooms demonstrate the significance of RE within the curriculum. Progression is carefully planned to ensure pupils of all ages are presented with creative activities to enable a thorough knowledge and understanding of Christian beliefs. An impressive Year 5 lesson allows pupils to reflect upon the person of Jesus and his motives for displaying anger in the temple. Powerful activities not only encourage a deep understanding of the Gospel accounts but allows pupils to support each other and ponder the significance of the Easter message for Christians.

Parents confirm that pupils enthusiastically share their RE learning at home because it is interesting and varied. One parent commented that her child brought home a Diya Lamp following learning about Diwali and a pupil shared that they found new learning about the Jewish Passover fascinating. Pupils are provided with increasing opportunities to deepen their understanding of the links between the faiths studied. For example, a Hindu parent spoke about the celebrations associated with Diwali but further links to a variety of places of worship would enhance RE teaching.

The school values are expertly reinforced through RE teaching and pupils articulate this very well. They recognise their responsibility towards others through activities linked to mental health or Sport Relief. The enhanced SMSC of pupils stems from expert teaching, rich opportunities and sensitive learning.

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

The governors and headteacher, supported by the staff team, express a vision enriched by embedded Christian values. All are deeply committed to creating a harmonious community, dedicated to the whole child. They provide the highest quality teaching and tireless support. There is a strong sense of Christian love and service towards others, which the headteacher refers to as 'the essence of Cheapside'. This extends to parents who meet for a dad's curry club, to raise money and support one another. The continuous evaluation by senior leaders maintains a strong focus on improvement and they are both supported and challenged by governors who know their school well. They actively support the school in a variety of ways, supporting pupils or meeting with parents. The Chair of Governors demonstrates a deep commitment to the school through her weekly visits for worship and membership of the Admissions Panel. Despite a period of expansion, leaders have ensured that the Christian character of the school continues to nurture and sustain the community. Parents value this, commenting that 'the expansion has not diluted the ethos' which is testament to the strategic decision making and inspiring vision of the headteacher. She has sensitively communicated with local residents and invited them for tours of the new building, ensuring continued positive relationships. Strong relationships with the church have sustained the staff team and the Christian ethos.

The support of the Oxford diocese and the local church enhances the monitoring of the Christian character to sustain uncompromising Christian distinctiveness and the highest possible standards. Governor visits to RE lessons or meetings with the RE subject leader ensure continued improvements and evaluation. Local partnerships with other church schools are strong. The professional development of staff is afforded a high priority. The RE Subject leader engages with diocesan training and intends to share her recent Understanding Christianity course with teachers, to enrich RE further. Investment in RE demonstrates that the school is deeply committed to its responsibility to deliver a highly effective curriculum within a distinctly Christian community of love and service. Pupils are ambassadors for their school through a variety of leadership roles, providing tours, supporting younger pupils and leading worship. Highly effective leadership on a variety of levels sustains the Christian vision and upholds the school's values.