

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cleeve Prior Church of England VC Primary School	
Address	Main St, Cleeve Prior, Evesham, WR11 8LG

School vision
<p>Our vision is to provide a caring and nurturing environment, where everyone is given the opportunities to learn, discover and grow in our changing world. We live out our Christian values of Respect, Hope, Love, Forgiveness, Trust and Honesty and strive to guide our community into leading fruitful lives, learning from Jesus’s teachings, to love themselves and one another in order to flourish.</p> <p style="text-align: center;">‘Teach children how they should live, and they will remember it all their life.’ Proverbs 22 :6</p>
School strengths
<ul style="list-style-type: none"> • In living out the vision, care and nurture are central to the daily life and work of this school community. Each person is individually known, valued, supported and enabled to flourish. • Fruitful partnerships are vital for this small school. Effective relationships with the church and the Diocese of Worcester Multi-Academy Trust (DOWMAT) support with embedding the vision and developing the school. • The wellbeing of pupils and adults is a high priority for all. The staff in school work closely as a team, supporting each other with care and compassion. This ensures all have a strong commitment and bond with this school, each other and its success. • The needs of and care for vulnerable, disadvantaged pupils and their families is clear. This enables all to feel a strong sense of belonging. Through nurturing and support the opportunity for all to develop with confidence is evident. • Collective worship is valued by all. It offers the time and space for individuals to develop their understanding of the school values through a Christian lens. This daily experience supports spiritual growth.
Areas for development
<ul style="list-style-type: none"> • Continue embedding the Christian vision, ensuring everyone knows and understands its importance and impact on the flourishing of their community. • Extend and deepen pupils’ understanding of a range of world faiths, so that they begin to appreciate and respect difference and diversity. • Extend pupils charity focus beyond their local community to deepen their understanding of inequality and injustice in the world.

Inspection findings

Cleeve Prior Church of England Primary School is at the centre of its community, welcoming and encouraging all. It has experienced a period of challenge and change, but has held fast to caring for and nurturing those it serves. With support from governors, staff, parents, DOWMAT and Worcestershire Diocese the leadership is moving the school forward driven by its vision. Stakeholders talk passionately about the positive impact this school has on their lives. The support given and the sense of belonging experienced is tangible. Families appreciate the generational and lifelong relationships they have with this school.

Leaders ensure the vision to pursue learning, discovery and growth, through nurture and caring, permeates all decisions and actions. They understand and articulate the importance of the vision and how this weaves through daily life here. Adults and pupils feel valued as unique individuals and are enabled to flourish. This sense of belonging creates a calm atmosphere around school, where kindness and understanding are key. Forgiveness is the primary value underpinning these successful relationships. Adults recognise the impact a restorative approach to supporting behaviour and forgiveness has on pupils' understanding about their actions. Pupils describe how this approach has helped their wellbeing and relationships. However, their understanding of the vision driving this ethos is not yet widely known or articulated.

A well planned curriculum is matched to the context and the individual needs of the pupils. This is reviewed annually as the needs of the cohorts in mixed age classes change. Staff carefully craft the opportunities to ensure all are enabled to 'learn, discover and grow.' They constantly consider the needs of all pupils and how the curriculum is designed to meet these needs. The vision drives and supports these considerations. Spiritual development opportunities are planned within the curriculum, facilitating the beginnings of spiritual growth. Pupils and adults share the same language of 'wows' with the excitement of these moments being displayed as 'stars' in the hall. This leads to pupils beginning to make connections with their behaviours and something more personal and deeper within themselves. Through these strong relationships, staff are dedicated to ensuring all pupils develop their unique talents and skills knowledgeably and spiritually. As a result, disadvantaged pupils and those with additional needs grow in confidence through many different and varied opportunities.

Collective worship unites the whole school and is valued by all. It enables pupils and adults to gather together, reinforcing the sense of belonging experienced here. It is effectively planned around the school values and is delivered by all teaching staff during each week. With support from DOWMAT, collective worship follows a liturgical framework that ensures it is invitational and inspirational. The significant impact this structure has on engagement is clear. The pupils know what to expect, when to expect it and how to respond. They are freed to focus on and think about what is being shared. Carefully chosen, linked worship resources are used making connections across teachings. This approach is enabling all to access, understand and relate to the message. Through this spiritual development is being fostered and encouraged. Pupils enjoy collective worship, wanting even more opportunities to plan and lead this in school and in church. The strong relationship with the church and clergy has developed the impact of collective worship, encouraging more engagement and personal reflection. This is valued a time to come together, a time to pause, a time to consider the day ahead.

Adults and pupils are clear about the ethos of support, care and nurture that is core to their daily experience. It shines through everything that is seen, heard and experienced. Leaders support all to thrive. Wellbeing is of paramount importance. This school is a team, the experiences of the adults in school are also the experiences of pupils and parents. Everyone is committed to support and care for each other. The behaviour and attitudes of pupils is one of confidence, respect, kindness and openness. They clearly all understand their role in making this school a caring and safe place. They develop a clear sense of responsibility for each other, through their relationships and understanding of what makes us different.

The pupils talk openly and positively about how great their school is, 'small but awesome.' Parents describe the school as supportive and welcoming, a school that values everyone as uniquely individual. They definitively explain how the staff go 'above and beyond' to ensure that everyone is treated respectfully. It is evident that all feel supported and enabled to flourish. For pupils, the focus has been on encouraging responsibility and justice towards others in school. They consider and understand their impact on those closest to them. They are beginning to consider how they may support more widely, talking about litter picking in the local community. Leaders recognise that enabling the pupils to consider their impact further and be agents of change is the next step.

Religious Education (RE) is well led and taught, ensuring the high provision and profile of this subject within the whole curriculum. Pupils are enthusiastic about their learning in RE. A clear curriculum map ensures the needs of all pupils are met. Careful consideration is given to ensuring pupils build on previous knowledge and understanding. This promotes learning that is challenging and well balanced. High level, appropriate questioning leads to good discussions and evidence of deeper thinking. A recently introduced resource ensures that this thinking is captured and recorded. Opportunities to extend understanding about global Christianity and other world faiths is required to further develop RE, enriching understanding and connections.

The clearly stated Christian vision drives this small inclusive, caring and nurturing school. The atmosphere and ethos created means that all value and benefit from being a part of this learning community. This ensures everyone flourishes and is supported to reach their unique God given potential.

The inspection findings indicate that Cleeve Prior Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	29th February 2024	URN	116794
VA/VC/Academy	Voluntary Controlled	Pupils on roll	21
Diocese	Worcester		
Executive Headteacher	Jayne Nicol		
Head of School	Sarah Laughlin		
Chair	Stacey Smith		
Inspector	Caroline Unitt	No.	C.23/24