

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Crookham Church of England Aided Infant School

Address	Gally Hill Road, Church Crookham, Fleet, Hampshire, GU52, 6PU		
Date of inspection	14 May 2019	Status of school	Voluntary Aided Primary
Diocese	Guildford	URN	116403

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

School context

Crookham C of E is an infant school with 181 pupils on roll. The majority of pupils are of White British heritage and very few 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 just above national averages. Since the last section 48 inspection there has been a change of headteacher, who has now been in post for four years.

The school's Christian vision

At Crookham Infant School we aim to make learning irresistible so that as Team Crookham we all develop the life-long learning habits of resilience, resourcefulness, reflectiveness and reciprocity through exploring together the loving invitation of Jesus to 'live life in all its fullness' John 10:10.

Key findings

- Driven by very effective leadership at all levels, the Christian vision and values are a considerable strength. Being exceptionally well rooted in theological understanding; they effect all that is accomplished in the school.
- The school has capitalised on very successful partnerships in order to maximise creative and resourceful practice.
- Governors are very effective in supporting and challenging the school's overall development, although monitoring and evaluation of Christian distinctiveness has not received as much attention.
- Imaginative use of prayer has a profound influence on pupils' growing spirituality; even so leaders are rightly and currently implementing a more systematic approach to the planned progression of spiritual development.
- Inspiring collective worship lies at the heart of each day and is a tangible expression of the school's vision and values.
- Religious education (RE) makes a convincing and marked contribution to the Christian character of the school and achievements in the subject are high.

Areas for development

- Strengthen and deepen governors' monitoring so that it captures all elements of Christian distinctiveness.
- Continue to embed and develop a planned and progressive approach to spirituality in order to further enhance spiritual provision and deepen personal growth.

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

'Team Crookham' is the frequently used catchphrase underpinning the school's heartfelt and inclusive ethos. The headteacher talks about the need to 'walk-the-walk' as a church school, offering all pupils and their parents the chance to experience the 'loving invitation'. Leaders are very effective at every level in driving the school's Christian vision and associated values. These, developed since the last denominational inspection, are a considerable strength because they are exceptionally well rooted in theological understanding. They reach far into the daily routines and influence all that happens in the life and learning of the school. Being clearly understood by all members of the school community gives confidence in what it means to be a church school. Consequently, the school has a clear identity, clarity as to how its members behave, and conviction in where it is heading. Informative and helpful policies are closely aligned with the vision and values. Each policy effectively references an appropriate biblical verse. An example is found in the collective worship policy 'Whenever two or three are gathered in my name, I am there with them' (Matthew 18:20).

The vision strongly drives the values that focus on relationships, learning and responding to God. These are creatively summarised as 'Love God, love others, love learning'. Children access and deepen their understanding of the values through learning three parables. The Lost Son (love God), The Good Samaritan (love others) and The Sower (love learning). The children, inspired by this imaginative approach, can readily link their values to the Christian narrative, and some are able to explore them at a deeper level.

The school has capitalised on exemplary partnerships in order to maximise creative and resourceful practice. The strong and successful partnership with the Parish Church has had a very positive impact on the life and learning of the school. The vicar is a regular visitor; he is well known and appreciated by both children and staff, an example being his pastoral contribution. There is a close and productive relationship with the Diocese. This has resulted in very effective and reciprocal professional learning and development for all involved. The school works successfully with other local church schools; for example, in moderating RE standards. Parents are extremely supportive and justifiably demonstrate great confidence in the school. One likened the school's religious identity to a motto running through a stick of rock; a comment found to be accurate from this inspection. Governors are very supportive and effectively promote and challenge sustainable improvement and development. They know the school well and have successfully monitored and evaluated many aspects of its performance. Nevertheless, their monitoring and evaluation of aspects of the school's Christian distinctiveness have not received enough attention.

Led by the school's vision and values, pupils' behaviour is excellent and relationships, are very positive. The emphasis placed on wellbeing and mental health is strong and effective. Staff morale is high because everyone feels respected and supported. Pupils are highly motivated, attentive and thoughtful learners. They make good progress in the core subjects of English and mathematics. This includes the disadvantaged pupils. RE makes a convincing and marked contribution to the Christian character and ethos of the school. The subject is exceptionally well led and this results in excellent professional learning across the school. Planning at all levels is thorough and detailed and there is a well-considered and very effective system for assessment. The subject meets the Church of England's statement for entitlement and is valued as an academically rigorous subject in the school. Pupils' moral and social development is enhanced by opportunities for them to assume a range of responsibilities. These include caring for the environment, hospitality and worship. Pupils demonstrate their positive impact in carrying out these roles. One example is a pupil influencing fellow pupils to make red noses for Comic Relief, in cardboard rather than use plastic equivalents. Pupils and adults treat each other considerately, regardless of background or circumstances. The headteacher talks about respect for the needs of the whole team because 'we see each other through God's loving eyes and have Jesus as our model'. Difference is valued and celebrated and everyone is treated with due dignity. Inspired by their values, pupils are enthusiastic about the charities that they support, including a pre-school in Sri Lanka.

Valuing and using prayer and reflection are a principal and profound driver of spirituality. The established use of prayer spaces drives the growth of their understanding. Pupils use well-resourced spaces that are regularly changed in order to prevent over-familiarity. Pupils have evaluated the use of these spaces. One Year 2 child wrote that she 'liked being quiet, praying, thinking about God and Jesus, my family and the world'. Opportunities for developing spirituality are deeply embedded within the curriculum. Pupils grow as spiritual learners through,

for example, lessons in philosophy for children (P4C), Forest School which enables them to investigate nature and the world around them in the outdoors, and RE. However, the school's self-evaluation, which is thorough and accurate, has rightly recognised the need for a more systematic approach to the planned progression of spiritual provision and likely personal transformations. Accordingly, a new scheme of curriculum materials, closely aligned to the vision and values, is currently being implemented to accomplish this aspiration.

Collective worship, lies at the heart of each day. It expresses the school's vision and values and makes an inspirational contribution to the spiritual development of children and adults alike. Pupils are fully involved and fully engaged in their joyful and uplifting worship. They welcome fellow pupils at the door, act out Bible stories, offer their ideas and answer questions with enthusiasm and insight. As a result, pupils can make purposeful links between the themes of worship and implications for their own lives and behaviour. The vicar regularly leads worship and this helps deepen and excite an understanding of Anglican traditions. The worship table, is resourced with attractive artefacts such as a candle, children's prayer books and soft toy animals representing the school's values. These help them relate the values to their life and learning. Pupils understand that prayer takes different forms. Some had watched a lava lamp, expressing forgiveness as the bubbles dissolved. Excellent use is made of the Bible. In the act of worship attended during the inspection, pupils learnt about the story of Zacchaeus in word, visuals and drama, thoughtfully drawing their own conclusions from the narrative. Their biblical experience is further enriched by regular contributions from the 'Open the Book' group. As a result of these activities, pupils have excellent biblical knowledge and understanding.



The effectiveness of RE is Excellent

There is an excellent standard of teaching in the subject overall. Pupils make strong and secure progress and achievements are high when compared with pupils of a similar age. This includes the disadvantaged pupils. In a lesson based on 'why Christians worship God', pupils had visited their local church and were creating annotated models that depicted their own thoughts on sacred spaces. Good open-ended and probing questioning encourages pupils to think at a deeper level. In Year R, children were learning about the wonderful world that God had created, using the richness of the school grounds. One child undertook the role of learning detective as she collected other pupils' views. They answered searching questions on the creation story such as 'I wonder why God said good at the end of each day'.

Headteacher	Katharine Bowen
Inspector's name and number	Dr Trevor Walker 908