

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Coaley Church of England VC Primary Academy

Address	The Street, Coaley, Dursley, Gloucestershire, GL1 15EB		
Date of inspection	26 June 2019	Status of school	Inspected as Voluntary Controlled
Diocese	Gloucester	URN	145408

Overall Judgement	Grade	Good
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 Judgement		
The impact of collective worship	Grade	Good

School context

Coaley is a primary academy with 50 pupils on roll. The school has a very low level of religious and cultural diversity and no pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The school was judged to be inadequate in May 2017 by Ofsted but opened as a primary academy as part of the Diocese of Gloucester Academies Trust (DGAT) on 1 February 2018. An interim headteacher has been in place since September 2018.

The school's Christian vision

We Believe, We Respect, We Belong, We Are Coaley – John 10:10
(Forgiveness, Compassion, Humility, Truth, Respect, Courage)

Key findings

- The interim headteacher is highly effective and has developed a harmonious school. She is valued by the whole school community, who value her efforts in moving the academy forward. She is a great example of Christian leadership in action.
- Governors are passionate and dedicated to the work of being a church academy. Using their vision, they are raising standards and aspirations for their whole school community.
- Partnerships between the school and families are strong. They are enabling all to flourish in a spirit of mutual respect.
- Through the compassion and care generously offered by all members of academy staff, every child is valued as a unique child of God.
- The Christian vision is lived out in the strength of relationships between pupils, staff and governors.

Areas for development

- Develop children as leaders of worship, strengthening the spiritual development of all ages within the academy.
- Develop strategies for capturing all learning that takes place in religious education, so as to support the academy's assessment procedures.
- Consolidate and embed the good work of the academy so that all continue to flourish as valued individuals.

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

Coaley is a caring, inclusive Church academy, led by a highly effective and inspirational headteacher. Together with dedicated governors, she has worked with the wider community to create a Christian vision rooted in biblical theology. The implementation of the vision statement of 'We Believe, We Belong, We Respect, We Are Coaley' has been embraced by all associated with the academy. All members of staff are committed to enabling pupils to live out the vision as they learn and grow together. Celebrating Christian distinctiveness more visibly in documentation and on the website was an area for development at the previous inspection. This has been achieved well, with the vision at the heart of all policy review and the foundation for all decisions taken by leaders. Using John 10:10 as the basis for their provision, the school has transformed into a harmonious and vibrant Christian learning community, where all are valued as unique people of God. As a result, pupils achieve well at this academy. With high aspirations, pupils are clear they want to do their best and 'achieve our goals'. This is seen in their attitudes to learning and their supportive relationships with each other. Behaviour is excellent and there is a strong ethos of love and forgiveness, which is modelled by staff and lived-out across the whole community.

Perseverance, together with the promotion of growth mindset, enables the pupils to become resilient learners and work to overcome barriers. Due to leaders' ambitious aspiration for pupils, and focused support from the staff of the Diocese of Gloucester Academies Trust (DGAT), standards have risen sharply and attainment across the school is good. There are now more pupils reaching the higher levels in reading, writing and maths by the time they leave the academy. The percentage of disadvantaged pupils is in line with the national average and these pupils are also making good progress. This reflects the academy's vision and is enabling all to flourish academically. Progress is in line with national averages. Members of the Local Governing Body know their Church school well. They take an active role in monitoring the Christian vision of the school and have established robust systems to evaluate its impact on the life of the academy. This was an area to develop from the last inspection. Mental health, wellbeing and academic attainment are equally valued. Systems are in place to identify and provide support for all pupils including those with special educational needs or disabilities. Consequently, these pupils also achieve well at each stage of their learning. Successful partnerships are forged with families. Leaders at all levels are passionate about the community they serve and have high hopes for those who belong to it. Parents are overwhelmingly positive about all aspects of the academy and speak highly of the pastoral impact that the headteacher has had on their families.

Values at Coaley have a meaningful impact on academy life. One member of the local governing body referred to them as a 'satnav for our direction of travel'. They are referred to in lessons and form the backbone to relationships and interactions with each other and the wider community. Rooted in biblical text, the values are important to pupils, who are clear about how they influence their lives. Pupils explained that 'even if you don't have a religious faith, our values are values for life and important'. They have helped inspire and shape the whole community. Parents commented how they have supported them in their own spiritual journey. One parent commented that through discussions with her child they had 'helped me to reflect on my own faith journey'. Values are also clearly seen throughout the curriculum, providing pupils with many opportunities to develop their spirituality. 'Philosophy for Children' (P4C) is used well to provide pupils with challenges and time to respond thoughtfully with big questions. This strategy is used across the curriculum and is enabling pupils to disagree well in an attitude of dignity and respect. This is another example of the academy living out its vision.

Collective worship is central to the life of the academy and enables all participants to connect with the vision, particularly the aspect of 'We Belong'. Pupils see worship as a catalyst for changing their behaviours and relationships in an attitude of mutual care and respect. Worship is well planned and led by the headteacher. With the support of members of the local governing body, she monitors and evaluates its impact on the life of the whole school community. The strengthening relationship with the local church is seen in the support from the 'Open the Book' team, who contribute weekly to worship. Whilst pupils are engaged in the practical setting up of worship, they are not fully involved in regular planning and leading of it. Worship begins with the lighting of three candles to represent the Trinity. Welcome is followed by an exploration of the school's values, shared in creative ways that encourage those participating to engage in personal reflection. After worship, pupils are often invited to take part in a follow-up activity back in the classroom. This encourages sustained reflection on the impact of

worship on their own lives. The result of this is seen in the way values are lived-out in the lives of all members of the school community. Pupils place great value on prayer. Leaders and teachers have created several spaces for this to happen around the school environment as well as in classrooms. This was an area to develop from the previous inspection. Pupils value these areas and enjoy using them to pray. Beautiful prayers have been written by the pupils and placed on the prayer tree in the hall. This is an expression of the academy's commitment to its vision of belonging and believing. The celebration of the main Christian festivals takes place in the local church. These are well supported by families and further enhance pupils understanding of Christian worship. They also provide pupils with the opportunities to experience worship led by members of the local clergy.

The academy has an established focus on charitable giving. Close involvement of the school council in decision-making helps deepen their awareness of local disadvantage and exploitation of the natural world. Pupils want to make a difference. For example, pupils regularly support the local foodbank. A recent project on reducing plastic waste saw the children working with Greenpeace to understand the impact of plastic waste on the environment. This caused pupils to recruit their peers for a litter pick of their local community and write letters to the district council. Pupils said that this was just one way in which they 'show our vision, how we belong to our community and how we are Coaley'.

Religious education (RE) is led well and is given high priority in the school. It begins with a moment of personal reflection. This provides pupils with the space to link previously taught knowledge and skills of religious concepts, with their own religious and world views. This approach to incorporating spiritual development in learning is a good model for strengthening provision in other core subjects. Good practice shared by other schools at RE hub meetings is disseminated well to staff. Professional development has been given to all staff in the delivery of the Understanding Christianity material. The diocese education team has been extremely supportive in providing this and as a result, standards in RE have risen and are good. A range of major world faiths is studied throughout the curriculum. This is promoting the school's Christian vision and values in developing understanding and respect for diversity, difference, and living well together. This has enabled pupils to appreciate their place in the wider community. Assessment processes are developing well. However, strategies for capturing all learning in RE need strengthening, so that the richness of discussion within lessons is recorded well enough to support pupil assessment. Statutory requirements for RE are met.

Interim headteacher	Aisling Stranack
Inspector's name and number	David Crunkhurn 884