

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Great Eccleston Copp Church of England Primary School			
Address	Copp Lane, Great Eccleston, Preston, Lancashire PR3 0ZN		
Date of inspection	5 March 2020	Status of school	Voluntary aided primary
Diocese	Blackburn	URN	119549

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

### School context

Great Eccleston Copp is a primary school with 131 pupils on roll. The majority of pupils are of White British heritage. Very few pupils 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 in line with national averages. Since the last inspection, a new vicar, chair of governors and religious education (RE) subject leader have been appointed.

### The school's Christian vision

'Let us love, not in word, but in truth and action.' (1 John 3:18)

Talk to me and I will listen, show me and I will remember, involve me and I will learn, encourage me and I will thrive. Copp, the village school, where everyone is special and where God will help us grow.

### Key findings

- The outstanding Christian leadership of the school enables all members of the school to flourish and thrive inspired by the aspirational Christian vision.
- The vision drives pupils to serve others 'in truth and action' thereby effectively challenging inequality and injustice.
- The beneficial partnerships between the school, church and local community are excellent. As a result, the life of the school is enriched and the school is seen as a beacon of Christian love and care
- High quality collective worship nurtures strong spiritual development and makes a significant contribution to the enriched life of the school community.
- Excellent RE provision results in pupils who are excited and inspired by the subject. RE contributes greatly to the pupils' understanding of diversity.

### Areas for development

- To further enhance shared ownership of collective worship by increasing the involvement of pupils and members of the church community in the planning stages.
- Embed mutually beneficial links with schools globally to deepen the pupils' understanding of other cultures.

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**

Leaders at all levels confidently articulate the biblically rooted vision created after much consultation with the school community. This vision has had a transformational effect on the school's strategic direction, shaping priorities and driving improvement. As a result, areas for development from the last denominational inspection have been rigorously addressed. The highly effective governing body are strong leaders with a wide skill set. The work of the vision and values committee is particularly effective in monitoring how the vision is being lived out. Consequently, the school is welcoming, inclusive with caring relationships. A parent commented, 'After coming from another school, my child is now so outgoing and happy.' Well-being is supported by an excellent learning mentor who supports the vulnerable. Staff, governors and pupils share that they feel part of the Christian school family. As a result, morale is high. A staff member stated, 'I don't know how I would have coped without the love I received from this school.'

Inspired by the vision, 'involve me and I will learn', the school experiences an inclusive curriculum which fosters strong spiritual development and enjoyment. This curriculum is also enhanced by a great array of extra-curricular clubs such as gardening, Minecraft (with a Bible theme) and tennis. Consequently, pupils are confident, attainment is in line with national averages and pupils attend well because they are eager to learn. The school enjoys training partnerships with other local schools and has a key role in training future teachers. The school has also benefitted from strengthened links with the diocese. This has led to high quality training for staff and governors with leadership courses supporting succession planning. The behaviour of the pupils is exemplary and is attributed to the vision inspiring all to love 'through action'. Pupils feel confident that any bullying or prejudicial behaviour will be addressed leaving them feeling safe and secure. A pupil stated, 'The vision helps us not to bully, be kind and choose well.' The way in which the vision drives pupils to challenge injustice instigates an array of charitable works. This addresses issues of concern to them and drives others to support. Examples are the popular community coffee mornings and cake sales initiated by one pupil to raise funds for a cancer charity. A parent commented, 'My child shares concerns about the world at home and how to put things right'

The committed worship leader has introduced half termly spirituality days which result in excellent collective worship provision. The pupils spend a day reflecting on one of the school's chosen Christian values thereby exploring how 'God will help us grow'. Workshops equip pupils to plan and lead excellent values-based weekly class worship. This results in pupils having a strong sense of involvement and independence in worship. Themes focus on the life and teachings of Jesus and worship is greatly valued by the whole school community. God as Father, Son and Holy Spirit is explored in worship, and Eucharist is understood to be very important to Christians. There are many opportunities for the school community to pray. Central to this the Copp prayer, written by staff and pupils, inspires reflection and ownership by the school community. Pupils enjoy creating their own prayers and see it as a part of the school day. 'Praying is my chance to chat to God. It can make me feel better,' commented one child. The spiritual development of the pupils is very well developed. It is supported by a rich environment. The pupil-created big frieze inspires deep reflection and there are many thought provoking questions on display. Worship is supported weekly by the vicar and the minister from the local United Reformed Church. This allows excellent input from the local church community strengthened by half termly parish church services led by pupils. A pupil enthused, 'Worship helps me to have a better relationship with God.' Insightful evaluations by the committed worship group have led to continual improvements in provision and clergy are involved in these. Responses to feedback have included more drama in worship, more reflection time and seating re-arrangements to allow younger pupils a better view. However, the worship group are keen to be involved with the clergy and the church community in the future planning of provision.

The links between the school and the local parish are very strong. These are attributed to the close relationship between the clergy and school leaders and the shared vision. As a result, the pupils take an active role in church services, especially through prayer and the choir's contribution. Parishioners are a valued support to the school. The latter contribute to enrichment such as the pupils' Christian club and the gardening club. The chair of governors commented, 'The school and parish have really gelled. The relationship is excellent.' The school enjoys many mutually supportive partnerships. These include local school clusters and the neighbouring United Reformed Church with whom a 'welly walk' service was held. The school is committed to developing stronger

links with schools internationally to build on the work done in sending uniforms to Africa and writing to pen pals in Canada.

Religious education (RE) is a strength of the school and it supports the pupils' understanding of our diverse world. World faith day has enriched this knowledge. Interactive classroom displays of religious artefacts support this further resulting in a deep respect for other faiths. Pupils are enthusiastic about RE and share that it is a subject they look forward to. They say that they can express their views and that these will be respected. The new RE leader has been ably supported by the school's leaders and is now highly effective in monitoring the excellent standards. These are reflected in the inspiring class scrap books. She is kept well informed via cluster meetings and training shared with colleagues. Consequently, RE is well planned, resourced and is supported by highly effective clergy input. Pupils enjoy debating and answering challenging questions thereby deepening spiritual development. To the question, 'What was Jesus like?' a pupil responded, 'He was heroic because he sacrificed his life for others.'



**The effectiveness of RE is Excellent**

The quality of teaching and learning in RE is excellent. Since the last denominational inspection, exemplary self-evaluation, monitoring and feedback systems have been introduced. These systems allow all pupils to be tracked by the outstanding subject leader. As a result all groups of pupils flourish, including the vulnerable, who make good progress against expected standards. Driven by the school's vision for all to thrive, attainment is at least in line with other core subjects.

Headteacher

Beverley Melvin

Inspector's name and number

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