

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

## Stock Church of England Primary School

### Vision

The passage from scripture which inspires our Vision statement is Matthew 5: 14-16. 'You are the light that gives light to the world. A city that is built on a hill cannot be hidden. And people don't hide a light under a bowl. They put the light on a lampstand. Then the light shines for all the people in the house. In the same way, you should be a light for other people. Live so that they will see the good things you do.'

As a Church school we believe that by embedding our vision into our daily school life and giving children the belief in **'Letting their light shine'** it will allow our pupils to flourish within our care and fulfil their potential in all aspects of life.

### Strengths

- The school's Christian vision and associated values are lived out by pupils and adults. This underpins the culture and ethos of the school that enables personal flourishing. This extends so that the school is a shining light in the community.
- The curriculum is inspired by the vision and carefully planned opportunities allow pupils to 'aspire and achieve.' They are motivated to learn and explore their own unique talents.
- Reflection in collective worship enables spiritual flourishing in pupils and adults. They think deeply about how they are inspired to act and be advocates for change. Worship celebrates the Christian vision of God's light and the importance of belonging.
- The Christian vision inspires pupils and adults to shine. Nurturing relationships enable them to thrive because they are cared for.
- Religious education (RE) has a positive impact on the understanding of a range of faiths including Christianity.

### Development Points

- Develop a shared understanding of spiritual development so that opportunities for, and examples of, spiritual flourishing can be recognised and celebrated.
- Embed the opportunities for pupils to engage in being agents of change. This is in order to encourage their understanding of justice and their responsibility to impact positively on the world in which they live.
- Continue the journey in implementing the RE curriculum, including the understanding of Christianity as a global faith. This is so that pupils further develop their knowledge of diversity and differences.



## Inspection Findings

Empowering and enabling adults and pupils to shine as lights in the world is at the heart of Stock's Christian vision. The school's vision is underpinned by associated Christian and gospel values that permeate through the school community. Based on Jesus as an example of light to the world it is shaped to meet the context of the school. Leaders, including governors, make strategic decisions based on the vision ensuring that pupils can aspire and achieve in many ways. Adults welcome the humility and kindness of senior leaders alongside clear systems for monitoring and evaluating the impact of the school's vision. Embedded in school life, staff and pupils flourish because the vision shapes the environment, positively impacting on teaching, learning and wellbeing. Pupils show a determination to make a difference in the world and are proud to celebrate together. They give examples of how they live out values such as forgiveness and what actions they take to demonstrate this. The good foundation they receive as they progress through the school provides a solid framework to prepare them for the next year. Strong relationships with the other schools in the Seven Spires partnership enables leaders to work collaboratively. This, together with the alignment of the visions of each school as beacons of light, impacts positively upon the school.

The curriculum of the school is carefully shaped to inspire pupils to achieve their best. Enrichment opportunities motivate pupils to explore their own unique talents so they can shine. Strong assessment of individual pupil needs, ensure the precise use of interventions and adaptations are effective. By celebrating a range of pupils' achievements both within and beyond school, leaders identify the impact of the vision on the curriculum. For example, music and sport are driven by the vision and enable pupils to flourish. The curriculum for pupils with special educational needs and/or disabilities (SEND) is ambitious so that all can achieve regardless of need. The school has adopted the approach and language of 'windows, mirrors, doors' to help express moments of spiritual growth. Both adults and pupils recognise and can discuss awe and wonder moments experienced. However, opportunities for spiritual reflection are not fully planned within learning and therefore, pupils' spiritual development is underdeveloped.

Collective worship is seen as a special time for adults and pupils to gather for both prayer and reflection. Often this focuses on bringing the school vision to life. It is carefully planned to be welcoming and inclusive. The values are interwoven to provide opportunities for personal spiritual reflection. Pupils expressed this as kindness deepening friendship, forgiveness leading to saying sorry, and wisdom leading to respectfulness. Time is provided for stillness, prayer and personal reflection. Pupils enjoy taking an active role and their voice is heard. Worship encourages them to consider the impact of their actions, for example, on the environment. Adults and pupils express how it helps to shape their individuality so that they are inspired to act. Staff feel empowered professionally through relevant training so that they too can shine in leading worship. Contributions by leaders from outside, including local Anglican clergy enhance worship. Visits to local churches for services enlivens the celebration of a range of festivals including Christmas, Easter and Harvest. This enables pupils to examine the place of faith in the world and the connection of scripture to daily life. Parents recognise the importance of collective worship and give examples of how Bible stories enrich the lives of pupils.

The school vision of letting their light shine underpins the commitment of the school in living well together. This ethos and culture is intrinsic to school life. It is consistently modelled for pupils by caring staff so that all can feel safe and loved. Leaders empower staff which enables them to shine as a light in the world and progress their skills. By recognising each pupil as an individual, leaders cherish the importance of an inclusive community. It drives decision-making so that all pupils are valued and supported to thrive. Families and staff welcome the compassion and support shown during challenging times. Care for the wider community is communicated by adults and pupils describing a family feel within a nurturing environment. There is a strong sense of trust between staff and parents.



Justice and responsibility are part of the school culture and evident in its outward-looking approach. Environmental action emerges from the school's values. Pupils understand how they can be agents of change and make a difference by pledging actions they will take. They care for the world and feel compelled to act to bring about positive change. This is evidenced through their pledges and eco projects. School ambassadors talk positively about the difference they can make in the world. Care for the local and wider community is evident through engaging in a range of initiatives. These include raising awareness and collecting for the local foodbank, litter picking and caring for those in need. Compassion for those who are suffering inspires pupils to question the difference between equality and equity. Pupils discuss their views at home demonstrating their emerging understanding of diversity outside of their immediate lived experiences.

Pupils learn effectively in RE because provision is well sequenced, cohesively planned and progressive. The RE subject leader provides training that continuously develops teachers' skills and knowledge to the benefit of pupils. Leaders ensure that the provision has a high priority across the school with budgetary decisions carefully considered to support this. Mapped out to take account of the school context, there is a focus on developing skills and knowledge. RE provision includes a balance of learning from religious texts, encouraging discussion and consideration of how beliefs impact on daily living. An engaging enquiry approach, through the use of debates, art and dance for example, leads to a greater depth of understanding. Pupils can recall knowledge of a range of religious and non-religious worldviews and provide deep thought-provoking responses. They are enthusiastic about what they learn and how it fits into their own understanding and beliefs. Pupils' application of religious literacy is compelling through the vocabulary used. They understand the importance of respecting world faiths and religious views. However, opportunities to gain a greater understanding of Christianity as a global world faith and diverse communities is underdeveloped. The RE curriculum is well supported through strong links with the diocese and leaders recognise the developments required to implement and embed it.

## Information

Address	Swan Lake, Stock, Ingatestone. CM4 9BQ, United Kingdom		
Date	17 October 2024	URN	115120
Type of school	Voluntary Controlled	No. of pupils	206
Diocese/District	Chelmsford		
Headteacher	Alina Clay		
Chair of Governors	Kerry Phillips		
Inspector	Nicola Batt		