

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

The Ferncumbe Church of England Primary School			
<b>Address</b>	The Green, Hatton, Warwick, Warwickshire CV35 7EX		
<b>Date of inspection</b>	06 November 2019	<b>Status of school</b>	Voluntary Controlled Primary
<b>Diocese</b>	Coventry	<b>URN</b>	125687

<b>Overall Judgement</b>	<b>Grade</b>	<b>Excellent</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>Additional Judgement</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Excellent</b>

### School context

The Ferncumbe is a primary school with 190 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 below national averages. Pupils with an EHCP (Education Health Care Plan) is above national averages. The headteacher, with the support of the diocese, is currently exploring the development of a church school led multi academy trust (MAT).

### The school's Christian vision

We all belong to the Ferncumbe Family, sharing love and learning, to grow in dignity, respect and wisdom as we follow the teachings of Jesus.

Enjoy Believe Achieve

'I came so they can have real and eternal life, more and better life than they ever dreamed of.' John 10 v10

### Key findings

- A clear Christian vision that is known and understood by all stakeholders underpins every aspect of the life of this excellent church school.
- Exemplary leadership at all levels ensures this vision is lived out in the day to day life of the school as well as impacting strongly on strategic decisions. Leadership ensures that the needs of all individuals are met.
- Exceptional pastoral care and nurture, including conflict resolution, of both adults and pupils, ensures that each recognises their worth and value as a child of God and can therefore flourish with dignity.
- Collective worship is the heartbeat of the school day. It inspires both adults and children in their faith journey.
- Religious Education (RE) is effectively led and managed by a committed member of staff who ensures that all pupils have opportunity to explore diverse beliefs and practices within a creative curriculum.

### Areas for development

- Share the excellent practice of the Ferncumbe school widely in order that other schools benefit from its highly distinctive ethos.

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

The Ferncumbe school is grounded in the dignity and respect of each member of its community. Its vision is deeply rooted in the Bible. It is aspirational and addresses a profound desire that everyone should flourish. This vision is known and expressed by all and is effectively embedded in the school. 'This is what makes the school what it is' was the comment made by a parent. The vision ensures that the school is outward looking. The Ferncumbe Family includes both the local and global community. Generous support is shared with a partner school in Sierra Leone including writing letters to children. The headteacher recently worked with a community academy to set up a primary school. The ethos of the Ferncumbe has been imprinted there. Leaders at all levels are unwavering in their commitment that all receive the very best educational opportunities. At the heart of the wonderful learning experiences and family feel to the school are dedicated leaders. They embody the vision in their daily promotion of it and in strategic decisions made. Governors are rigorous in their monitoring of the impact of the vision. A core group take responsibility for ensuring the outcomes of monitoring make an impact on the school. Strong relationships exist between school and diocese. The school is regularly used by the diocese as an example of highly effective practice inspired by its vision. The headteacher is working with the diocese to explore the setting up of a MAT.

Progress for almost all pupils is strong and, in most cases, exceeding national expectations. This is a family that shares love and learning. Everyone is enabled to achieve their God given potential. Pupils are eager to share their learning in classrooms. The culture of aspiration and enjoyment in learning is palpable. Pupils bubble with enthusiasm talking excitedly about their wide-ranging and innovative work. 'I love the challenge of my maths' said one. Enjoyment in learning is key to the school's approach to its curriculum. Pupils believe in themselves and achieve because they are stimulated by an engaging learning environment. Music, sports and the arts give pupils ways to develop their talents and interests. Art work inspired by a whole school visit to Coventry Cathedral is an example. One pupil expressed the view that the visit and the art work produced 'helped us to know the cathedral is our special place.'

In this school all ages live well together. The value of compassion is seen as an expression of love. Year 6 pupils support Reception pupils as buddies. Others initiate and lead the school's challenge on environmental issues. On discovering palm oil was present in the ice cream at lunch time pupils campaigned for an alternative ice cream to be served.

The vision decisively drives both the school's strategic and operational work. Enabling growth in dignity, respect and wisdom are key motivators for its work with a significant number of pupils they recognise as vulnerable. A culture of care and encouragement for these pupils is woven seamlessly into the school's daily life. At the Ferncumbe all are regarded as part of the family. The school is proactive in ensuring that these pupils and their families flourish. The support given to them is a powerful expression of the gift of love. Parents cite examples of pupils having faced significant challenges in other schools who, on coming into the Ferncumbe, find a place of nurture that empowers each one. This is a result of the highly effective approach of all members of staff. They ensure that the needs of pupils and their families are met. An approach to resolving issues based on Christian principles called restorative justice inspires everyone. It enables the whole school community to recognise, as one pupil put it, 'a new beginning is always possible'. A member of staff has a specific nurture role. This enables her to support pupils, families and staff. The nurture room is a place for everyone. Support is both given and received there. Parents are fulsome in their praise for the generous support they receive. As one commented, 'My child flourishes here and because she does, I do'. Staff members are effectively supported so that they too flourish.

Collective worship is the heartbeat of this school. It is in worship that deep roots of faith are being established. It is engaging, inclusive, inspirational, carefully planned and evaluated. Pupils enjoy contributing to and leading worship. They know they effectively impact its development. Everyone has opportunity to learn of the Bible and the life and teaching of Jesus in a way that is relevant and appropriate to them. Key to worship is the partnership with the local church. A retired Methodist minister, now working at the parish church, is a regular contributor to worship. He and the headteacher ensure that others are empowered to lead as well as skilfully leading themselves. Pupils and staff are not passive during worship. They engage by responding to questions so that they better understand and apply the teaching to their lives. Pupils express confident views about how worship inspires them. These include a sense of knowing that God is present and that 'We can live our lives for God with his help.' Worship is steeped in faith while enabling all those who wish it to come closer to God. Pupils relish the time to pray and reflect together. Along with half termly prayer spaces created in school each classroom has a reflective area. These opportunities, alongside collective worship, have greatly enhanced opportunities for spiritual development. Music, particularly singing, makes worship inspiring and uplifting. It is used as a means of confidently expressing deep values and

convictions. Through worship pupils are developing their awareness of diversity within Christianity. The main Christian festivals are celebrated in church. Church and school work seamlessly together to provide exemplary opportunities for worship for adults and children.

Within the rich curriculum RE makes a significant contribution to learning. Pupils talk of RE with enthusiasm and enjoyment. They value how the subject helps them to consider a wider world of diverse faiths and cultures. It also enables them to engage in deep exploration of Christianity. This is possible due to the impact of training staff have received. Pupils particularly enjoy reflective times in RE. The subject therefore strongly supports spiritual awareness and development.

Leaders in this excellent family school clearly live out an authentic and deeply held Christian vision. In trying to share love as Jesus did, they have found the key to growing dignity, respect and wisdom amongst all its members.

Headteacher	Sally Morris
Inspector's name and number	Jane Lewis (27)