

Keeping On Track

School	Cronton Church of England Primary School.
Adviser	Robert Haigh
Date of visit	5th May 2022
School's Christian Vision	Believe Enjoy Succeed Together "I can do everything through God who gives me strength" Philippians 4:13
To what extent have the area(s) for improvement from the previous SIAMS inspection been addressed and with what impact?	<p>The two areas for improvement from the 2018 inspection have been addressed with positive impact evident.</p> <ul style="list-style-type: none"> • The Questful RE diocesan syllabus has been fully integrated and the Understanding Christianity programme is now embedded. These developments have strengthened pupils' theological understanding and literacy which in turn enables them to confidently articulate their thoughts, ask relevant questions and make connections between different areas of their learning in RE. • The first stage of the visioning process, incorporating wide consultation, has produced a shared vision which is known well by pupils and staff. It has a clear biblical basis and inspires the Christian values, pupils' good behaviour and their positive attitudes to learning. These are hallmarks of the culture and climate of the school.
Agreed current strengths	<ul style="list-style-type: none"> • Dynamic and visionary Christian leadership. The dedicated headteacher and staff and a vigilant governing board ensure that Church school distinctiveness is paramount. • The school's inclusive nurturing environment and family atmosphere. Strong and positive relationships between all members of the school community are underpinned and inspired by the deeply rooted Christian values. • Collective worship is an intrinsic part of everyday life. The Covid pandemic has been a challenge for the continuity and quality of provision. Despite this, worship remains an inspiration and source of spiritual enrichment. The leadership of pupils is a feature. • This LDST school is outward-looking and raises pupils' horizons. Support for local and national charities, awareness of current affairs, strong connections with the Church and the local community and vibrant international partnerships mean that pupils are well-

	<p>informed and have regular opportunities to engage in social action.</p>
<p>How is the school's Christian vision enabling pupils to flourish?</p>	<ul style="list-style-type: none"> • Through the school's inclusivity and unstinting support and care for all pupils irrespective of background and ability. • The vision encourages their self-confidence and fosters mutual respect and good relations. • It emphasises the uniqueness of each child and the different gifts possessed by them which they contribute for the good of all. • By providing opportunities for them to take leadership and pastoral responsibilities in the life of the school. • It ensures that personal development is at the heart of the curriculum. • It promotes aspiration and ambition.
<p>How is the vision enabling the adults (Staff, parents and governors) to flourish?</p>	<ul style="list-style-type: none"> • Staff enjoy the benefits of a strong mutual support network. The professional learning community is vibrant. Opportunities for training and professional development are enthusiastically welcomed. Senior and other staff have grown into their leadership roles within the school. • There is a strong alliance between school and home. Emotional, financial, counselling and advocacy support for families in need, difficulty or distress are a strong feature of the school's provision. Reaching out to challenging parents is a habit. The PTA is vibrant. • Governance is strong, despite the 3 vacancies which exist. The governing board supports and challenges leaders in fulfilling its responsibilities. This is enabling the school's self-evaluation, strategic planning, monitoring and review processes to become more robust and effective.
<p>Thinking about Covid-19. How has the school's Christian vision sustained the school community and how is it helping the school build back afterwards?</p>	<ul style="list-style-type: none"> • Parents and families are well supported. • All vulnerable children were provided with placements for learning during Covid restrictions. • The school's pastoral and safeguarding lead is supporting the mental health and wellbeing of adults and children. • The Jigsaw PHSE programme, tutoring support and adjusted curriculum are foundations of pupils' entitlement during the post-pandemic recovery period. • Collective worship has an affirming role in community recovery and the Queen's Platinum Jubilee will be enthusiastically celebrated.
<p>Agreed areas for development</p>	<ul style="list-style-type: none"> • Embed the vision at a deeper level so that all school decision making, policy and practice are rooted in it. • Develop evaluation processes for identifying the impact of collective worship.

	<ul style="list-style-type: none">• Refine assessment systems to enable teachers to know more clearly how well pupils learn in RE.
<i>Signed Headteacher</i>	
<i>Signed Adviser</i>	<i>Robert Haigh</i>