



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Colnbrook Church of England Primary School

Address High Street, Colnbrook, Berkshire, SL3 0JZ

How effective is the school’s distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Overall grade **Good**

The impact of collective worship **Good**

School’s vision

‘Be strong and courageous. Remember the Lord your God is with you wherever you go’. Joshua 1:9

We want to grow young people who are confident, courageous and resilient. Our pupils will believe and support one another; never alone on their journeys. They will set aspirational goals to achieve their own inspirational story.

Key findings

- The distinctive and inclusive Christian vision is well-understood and has an impact on the life and work of the school across all levels.
- Strong partnerships, including relationships with the trust, the diocese and the local church, are driving the school forward. Supported by these partnerships, governors are effective in developing the Christian distinctiveness of the school.
- Religious education (RE) is well-led and a strength of the school. Curriculum decisions have been made to help the children develop their religious literacy and provide them with safe spaces to explore.
- Collective worship is invitational and is a clear expression of the school’s Christian vision. However, there are limited opportunities for children and adults to experience stillness and silence during worship.
- Children are engaged in social action through supporting charities and make decisions about charitable activities. However, they are not sufficiently aware of matters concerning social justice and therefore cannot be advocates for change.

Areas for development

- Develop a deep shared language of spirituality in a Church school context. This is so the spiritual flourishing of pupils and adults can be clearly identified, celebrated and evaluated.
- Develop the children’s awareness of matters concerning social justice so that they themselves can promote social and attitudinal change.
- Develop the use of stillness and silence in collective worship. This is so there are more structured opportunities for reflection on behaviour, Christian values and attitudes within collective worship.

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

Colnbrook is a welcoming and highly inclusive school. It is led in accordance with its Christian vision to develop pupils who are confident, courageous and resilient in the face of difficulty. Senior leaders and governors, the majority of whom are new to their posts since the previous denominational inspection, have taken decisive action to deepen the Christian character of the school. Leaders at all levels have given high priority to placing the Christian vision at the heart of the life of the school. This vision is underpinned by the Bible story of the prophet Joshua who demonstrated courage and resilience rooted in faith. The vision is understood and owned by pupils, governors, staff and clergy and provides the direction and purpose of the school.

Strong, visible partnerships exist with the trust, the Diocese and the local church. These enable senior leaders to be well-supported in their development of Christian distinctiveness. Recent and relevant diocesan training means that governors understand their role well. Through the 'vision and values' committee they effectively monitor and evaluate the Christian distinctiveness of the school. Governors speak confidently about how recent decisions around the special educational needs and disabilities (SEND) resource base were informed by the school's Christian vision. This means that the resource base staffing is clearly focussed on removing barriers to learning and reflects the school's commitment to inclusion.

Under the leadership of the headteacher, changes have been made to ensure that school's approach to behaviour management clearly reflects the Christian vision. This has resulted in a more equitable approach to managing pupils' behaviour. All members of the school community are treated with dignity and respect. Pupils with a range of needs are able to flourish in an atmosphere underscored by forgiveness. Pupils behave well and there is strong adult support for those who require additional emotional support. This has led to a demonstrable decrease in the number of exclusions over time.

This is a supportive school community. Adults feel well-supported in their roles and talk about the school's vision giving them strength and confidence. During the pandemic school leaders took effective steps to support the mental health and wellbeing of staff as well as pupils. The vicar also provided spiritual support for staff, with online lockdown meditations. This support from the local church was very-much appreciated. Children are aware of others, their needs, and are welcoming especially towards those who are new arrivals in the country and are learning English for the first time. Pupils describe how the adults help them to make positive choices about how they live and behave. The school council makes decisions about charity fundraising events. This results in an awareness of charitable activities and the impact on those in need. However, pupils are not sufficiently aware as to how they can act as advocates of change in matters of social justice.

Recent changes to the school's curriculum have taken into account the context of the school, the vision and the needs of learners. Teachers are encouraged to think about how curriculum areas develop learners' spiritually. Children and adults speak enthusiastically about the prayer space provided in the school grounds. This is used in a variety of appropriate ways, including as a focus for prayer, a stable at Christmas, and a focus for remembrance celebrations. However, a deep, shared language of spirituality in a Church school context is not well developed. This limits the opportunities for identifying, celebrating and monitoring the spiritual flourishing of pupils and adults.

Collective worship is invitational and offers a space for all to be present and not feel excluded. The school community is invited to join in with the prayer, to pray in their own way or to listen respectfully. During worship on the inspection day, children made links between the season of Lent and helping those in need through charity days. Worship themes are biblically based and are carefully planned by the leader, in conjunction with the headteacher. They reflect broader themes that are agreed by the governors' 'vision and values' committee in order to develop the school's Christian vision. Care is taken to refer back to the theme of the week by different leaders of worship. Children on the worship team can talk about changes that had been made as a result of their feedback. The strong and established partnership with the local church ensures that worship is regularly supported and led by the clergy and other volunteers. These connections ensure that children are introduced to the breadth of Christian traditions. During the most recent national lockdown,

video recordings were made of collective worship which were shared with the school community. This approach was sensibly chosen to enable children and their families to access the worship at a time convenient to them. Teachers often provide reflection time in classrooms to allow pupils to think about the worship they have just experienced and to ask questions that arise. However, the regular use of stillness and silence during collective worship is not well-established.

Influenced by the school's vision, the RE leader has acted decisively to review the curriculum and how RE is resourced, sequenced and delivered. This meets the requirements of the Church of England Statement of Entitlement. Children learn about Christianity, world faiths and worldviews. As pupils move through the school the sequencing of the subject means that pupils have the opportunity to make links between faiths and reflect on their own beliefs and moral values. This means that pupils have good opportunities to understand and respect difference and diversity in the community and beyond. RE learning is driven by 'big questions' that become more specific year-on-year and develop pupils' theological understanding. Effective use has been made of diocesan support for RE in developing the subject. Teachers are well-supported by the subject leader in making the curriculum accessible for those with additional needs and SEND. Pupils talk positively about the role of RE in their learning. They know it is a safe space to explore their understanding and to ask big questions.

Contextual information about the school

Date of inspection	18 March 2022	URN	139567
Date of previous inspection	29 June 2015		
School status	Academy inspected as voluntary controlled	NOR	224
Name of MAT	The Slough and East Berkshire Church of England Multi Academy Trust (SEBMAT)		
Diocese	Oxford		
Headteacher	Tom Brunson		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is above national averages.		
Additional significant information (if needed)			
Inspector's name	Revd Simon Atkinson	No.	C161702