

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Flushing Church of England Voluntary Controlled Primary School			
Address	Coventry Road, Flushing, Cornwall. TR11 5TX		
Date of inspection	21 November 2019	Status of school	Voluntary controlled primary
Diocese	Truro	URN	111988

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgement	The impact of collective worship	Grade	Good

School context

Flushing is a primary school with 72 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. The number of pupils joining the school is growing.

The school's Christian vision

Nurturing to flourish in our world.

*We nurture, for **them** to flourish.*

This is linked to the Parable of the Good Samaritan in the Gospel of Luke.

Key findings

- Driven by the vision, leaders have made bold ethical choices to welcome pupils who need a new start enabling them to flourish.
- Staff perceptively identify pupils' needs and create highly individualised programmes of study, particularly for vulnerable pupils, which raises their self-belief.
- Leaders have established rich partnerships with the Church and Diocese. The relationship with the community is outstanding, where the school is central to village life. However, partnerships with global communities are less clearly defined.
- The vision and Christian values shape a warm caring community where adults and staff treat one another with a high degree of respect. Leaders are passionate and dedicated to the work of this Church school.

Areas for development

- Extend links with global communities to deepen pupils' understanding of difference, disadvantage and diversity.
- Ensure high quality reflection experiences which deepen pupils' thinking about spiritual questions are identified in planning so they are confident to express their ideas in a range of creative ways.
- Provide further opportunities for pupils to plan, lead and evaluate collective worship so they feel that they have greater ownership in this area.

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 distinctive Christian vision is fundamental in shaping the direction of the school and its development. Central to this is raising pupils' aspirations and belief in their own ability. Leaders confidently talk about biblical principles underpinning the vision. They talk about everyone being loved and precious to God as they are wonderfully made. They understand that God wants them to have life in all its fullness and develop their talents. Staff perceive their role as showing God's love in action and model how Jesus would want us to treat one another. Pupils have a growing understanding of the vision and its significance for them. They talk about how the vision nurtures them to be the best person they can be. Pupils make strong links to the parable of the Good Samaritan and explain that everyone is special. Increasingly, pupils link this to becoming advocates for change so others can flourish.

Leaders are passionate and dedicated to the work of a Church school. A committed staff team is established who work well together and share the vision. They feel valued and give numerous examples where they have been given opportunities to flourish. Governors are enthusiastic and knowledgeable and make a full contribution to monitoring and evaluation. They make detailed annual plans which focus on all aspects of Church school life, adding to the astute ongoing evaluation of leaders. This consistently leads to significant improvements, creating further opportunities for reflection.

The vision inspires leaders to take bold ethical decisions welcoming pupils who need a new start with their education. The school has a reputation for the care it shows. This is a fine example of where the school's Christian distinctiveness has been raised since the last inspection. Staff know pupils exceptionally well. This results in highly personalised approaches for individual pupils, which often transforms their lives. Pupils explain how Christian values such as resilience and friendship help them to overcome barriers to learning and raise self-esteem. Pupils' aspirations and attitudes to learning are raised through a number of approaches. For example, adults talk about their careers and the barriers they overcame to be successful. This allows pupils to understand the importance of skills and knowledge they need in life. As a result, vulnerable pupils frequently make good and better progress, often similar to their peers. Pupils' progress and attainment across the school is in line with national expectations.

The vision promotes influential partnerships which enrich pupils' lives and experiences. The school's relationships and links with the village are outstanding. For example, pupils' art work is displayed during Flushing Arts week and they take an active part in the regatta. There are strong links with the local drama group and a rich welcome for senior citizens in school. These experiences enrich the curriculum. The local church works very closely, supporting governance, worship and offering mentoring to older pupils. Diocesan advisers' visits and further training support the school's development. Other schools visit to learn more about the impressive inclusive culture. The provision for spirituality has been developed by adopting good practices following visits to a local school. These new approaches are beginning to help pupils organise their thinking.

Pupils and parents talk about the school as being a warm caring family. This clearly reflects the vision. Pupils feel valued and safe and recognise how staff treat them, showing Christian values in action. Pupils' behaviour is outstanding. They work well together and treat one another with care and respect. Older pupils become role models for younger children, facilitating their play and resolving minor disputes. Pupils understand the importance of forgiveness, reconciliation and moving on. Pupils are confident to use agreed sentence starters which help them to disagree well with others, whilst appreciating different points of view.

The vision drives leaders to create a curriculum which is broad, enabling pupils to develop their specific talents. Pupils enjoy exploring the locality in creative ways. They develop a deeper understanding of difference and diversity through the London residential. This allows them to explore different faiths and cultures and how these influence their lives. However, pupils' knowledge of global communities is less well developed. Pupils explore disadvantage which enables them to become advocates for change. The Amazon project explored exploitation of the natural world, leading to pupils supporting an animal charity for endangered species. Pupils are becoming more confident to raise awareness independently. Additional times for pupils to reflect on spiritual questions

have been created which they say are valuable and challenge them. However, opportunities for reflection are not always identified in planning and pupils are not yet confident to articulate their ideas clearly.

Collective worship is shaped by the vision, particularly the planning which draws upon Jesus' teaching. This deepens pupils' understanding of Christian values and their relevance for daily life, enabling them to flourish. Pupils talk about Bible stories in some depth. Planning for worship is detailed and supports all staff to lead. The pupils' ethos and equality team have begun to plan and lead worship, but this is currently limited. At present, they do not take a lead in introducing new initiatives which will raise the quality and impact of worship. Pupils understand prayer as sharing ideas with God and use this to express worries. Pupils talk about the main Christian festivals and join with the church to celebrate these. This deepens their understanding of the significance of these for Christians. Evaluations have led governors to create small reflection areas in classes, which pupils find helpful. Pupils have a growing understanding of the trinitarian nature of God which they are confident to talk about.

Religious education allows pupils to deepen their understanding of the vision, considering different theological and philosophical responses to big questions. The introduction of Understanding Christianity resources has led to more big questions being explored and pupils expressing their ideas. Pupils feel RE is a safe environment to share and enjoy the quality of discussions. All responses are valued. They are beginning to talk about key theological concepts such as incarnation, although this is at an early stage of development. Pupils are challenged to consider if these ideas have a relevance for them. A variety of approaches engage pupils. For example, when exploring special places, pupils used iPads to create somewhere to reflect. Pupils' understanding of diversity and other world faiths is deepened through diversity days. Visitors from different faiths explain their worship, culture and how this influences them. Parents from other faiths talk about their worship and beliefs which enhances pupils' respect. Assessment procedures are secure but at present staff have not reviewed the accuracy of judgements across the school.

Headteacher	Mark French
Inspector's name and number	Revd David Hatrey 844