



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

North Cerney Church of England Primary Academy

Address North Cerney, Cirencester, Gloucestershire, GL7 7BZ

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

A caring Christian community where every child achieves a love of life and of learning.
(Psalm 8)

Key findings

- The headteacher has been instrumental in driving the school forward, guided by the well-established Christian vision.
- The strong Christian vision ensures the whole school community is united in enabling all pupils and adults to flourish.
- Relationships across the school and within the local community are effective and positively contribute to the school’s ongoing development.
- Collective worship is valued by all, is central to school life and is transformational. However, monitoring and evaluation by pupils and leaders at all levels is less established.
- Pupils enjoy religious education (RE) and talk positively about the impact it has on their lives. However, assessment and monitoring systems are in their infancy.

Areas for development

- Formalise systems for the monitoring and evaluation of collective worship by pupils, governors, and leaders to ensure worship continually evolves overtime.
- Enhance the school’s shared understanding of spirituality across the curriculum to enable pupils and adults to grow and flourish.
- Establish secure monitoring and assessment systems in RE to effectively inform continuity and progression so all pupils flourish.

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

North Cerney Church of England Primary Academy is an inclusive, welcoming, and nurturing environment. The Christian vision and associated values of courage, respect, curiosity and perseverance are lived out in every aspect of school life. The whole school community is united in ensuring 'every child achieves a love of life and of learning'. A deep sense of family and togetherness permeates the school.

Leaders and governors are clear how biblical teaching roots the Christian vision and articulate with passion how the vision informs raising achievement plans. Since the last inspection, the school has been through a time of adversity. However, the Christian vision has galvanised the school community on their improvement journey. The Christian vision informs and drives an infectious culture of continuous improvement. Leaders from the multi-academy trust (MAT) wholeheartedly embrace the vision and this guides and shapes their support and challenge in the school.

The school effectively lives out its vision in partnerships. During the COVID-19 pandemic, all children identified as vulnerable attended school. Furthermore, clothing, shoes, food vouchers and laptops were provided for families in need. Daily communication and assistance was offered wherever needed.

The Christian vision drives curriculum development. Leaders and governors strive for excellence. Significant improvements have been made to provision ensuring pupils make progress in their learning. Support for vulnerable pupils and those with learning difficulties is a strength of the school. Specialist support is prioritized. For example, the school commissions counsellors and therapists to provide timely intervention ensuring no time is lost, enabling pupils to flourish. Parents are overwhelmingly positive about provision for all pupils. As one parent stated, 'the whole school is a big family'.

Pupils engage in a range of social action projects and have a well-developed understanding of their role as advocates of change. The school council regularly lobby the headteacher with their plans. Recent projects have offered support for refugees from Afghanistan and Ukraine, accompanied by curriculum opportunities to ask 'big questions'. This enables pupils to think globally and develop their understanding of disadvantage and deprivation. Furthermore, the eco council recently petitioned the school's meal provider to reduce their use of plastic. Pupils are clear that their actions 'help other people' and are guided by 'being part of a Christian community'.

Relationships between all members of the community are strong and supportive. Pupils of all ages behave well and support each other. Pupils talk with clarity about ways in which the curriculum supports their understanding of difference, diversity and respect. Staff feel valued and supported at the school. They appreciate the time and resources the headteacher dedicates to their wellbeing and continuous professional development.

Collective worship is central to the life of the school and is highly valued by pupils, staff and parents. Worship is invitational, inclusive and inspirational. Pupils appreciate the time for reflection, time for calm and considering how to apply the school's values to their own lives. As one pupil stated, 'Worship reminds us we are a caring Christian community.' The headteacher reports that effective worship has been key to supporting the school's recent improvement journey and has been a vehicle for change. Links with local church groups are very well established. This allows pupils to experience a range of worship styles. The regular and well planned 'Open the Book' worship and visits from local clergy are appreciated and very much enjoyed by pupils and staff. They report the weekly I-sing Pop worship as a particular highlight. In weekly celebration worship, pupils nominate their peers using a raffle ticket system, for living out the school's values. Pupils also value the 'socks off' awards for exceptional work and receive a pair of socks for this recognition. The pupil worship council meet regularly with the headteacher. They consult with peers and parents to evaluate and improve the school's worship practice. However, formal systems for the monitoring and evaluation of collective worship by pupils, governors, and leaders are less developed.

There is a shared desire to improve opportunities for reflection and quiet prayer. As a result, the school council, eco and worship councils worked together to develop an outside prayer space on the school field. Pupils love the experience of hanging prayers and reflections on the tree. Pupils talk animatedly and with pride about the impact this has on their daily lives. Signs and symbols arranged in the space have helped to develop pupils' understanding of the Christian belief in the Trinity. Work continues on developing a shared understanding of spirituality so adults and pupils can grow

and flourish. This uses an ‘ows, wows, and nows’ strategy supported by the diocesan advisor. This is helping to shape the school’s approach to spiritual growth.

Pupils are passionate about RE lessons. They understand and value the importance of learning about Christianity and a range of faiths and beliefs. They recognise the need to deepen and broaden their views. Pupils are clear that this ensures they develop into well informed, respectful global citizens. Pupils are proud of their RE books. The newly appointed leader wasted no time in driving forward the effectiveness of RE, ensuring that curriculum planning is effective and supports progression across the school. RE teaching is given high value and high priority, including systems to track the impact of school closures on achievement. However, monitoring and assessment systems to effectively inform continuity and progression are in their infancy. The RE leader is proactive in seeking, attending and cascading appropriate training from the local RE hub, Diocese and multi-academy trust. This has a positive impact on the quality of provision. The RE leader is aspirational in her development plans and speaks with clarity about how the Christian vision is lived out in lessons.

North Cerney Church of England Primary Academy is very much a caring Christian community where all can truly flourish. Guided by the vision, the headteacher has been instrumental in driving North Cerney forward through strong Christian leadership. As a parent stated, the headteacher ‘is passionate, soft and gentle with a heart of gold’.

Contextual information about the school

Date of inspection	24 March 2022	URN	142438
Date of previous inspection	26 February 2015		
School status	Academy inspected as voluntary controlled	NOR	48
Name of MAT/Federation	The Diocese of Gloucester Academies Trust		
Diocese / Methodist District	Gloucester		
Headteacher	Suki Pascoe		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is in line with national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is above national averages.		
Additional significant information (if needed)	There is an executive headteacher arrangement between North Cerney Church of England Primary Academy and neighbouring Bibury Church of England Primary School. The executive headteacher took up post in September 2017 and divides her time equally between the two schools.		
Inspector’s name	Christian McGuinness	No.	C161709
QA Assessor	Lizzie McWhirter	No.	244