

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cockerham Parochial Church of England Primary School	
Address	Main Street, Cockerham, LA2 0EF
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
The effectiveness of religious education (RE)	Good

School's vision
Where a love of learning grows. Growing in knowledge. Growing in faith. Growing in God's love. I can do all things through Christ who strengthens me. Philippians 4:13
Key findings
<ul style="list-style-type: none"> • Leaders, including governors, passionately articulate the vision which has a strong theological basis and shapes strategic decision making. Governors monitor the effectiveness of the Church school and are developing the self-evaluation process to include other stakeholders. • The newly reviewed and engaging curriculum is underpinned by the school's vision and values. Exploring big questions leads pupils to reflect deeply and to gain a growing awareness of the wider global society. • The vision drives a commitment to ensuring positive mental health for all. Innovations such as the peace room support wellbeing for pupils and adults which leads to flourishing. • Collective worship and opportunities for prayer and reflection make a positive contribution to the spiritual development of pupils and adults. The school does not yet have a shared understanding of spirituality. This limits pupils' ability to express their own spiritual flourishing. • Pupils enjoy Religious Education (RE) and engage in a wealth of opportunities to reflect on their own beliefs. However, pupils are less secure in their knowledge and recall of theological concepts.
Areas for development
<ul style="list-style-type: none"> • Build upon systems of self-evaluation so that monitoring involves a range of stakeholders and further enhances the development of Cockerham Parochial as a Church school. • Ensure that teaching in RE enables pupils to fully explore theological concepts so that pupils are consistently able to articulate key Christian beliefs and practices. • Develop a shared understanding of spiritual development in order to enrich existing opportunities and equip individuals to explore and articulate their own spiritual flourishing.



Inspection findings

The recently reviewed and renewed Christian vision permeates this warm and engaging rural village school. Governors keenly articulate how the vision stems from Christian theology. They draw upon the associated Bible verse to encourage and sustain them in their decision making. This results in a cohesive and strategic leadership body whose actions are fundamentally driven by the vision. Systems are in place to monitor the effectiveness of the school as a Church school. Plans to develop monitoring and assessment further have recently been implemented involving staff, pupils and governors. The dedicated and skilled headteacher knows the school well and works alongside the governing body to secure Church school development. Consequently, pupils and adults grow and thrive as a result of the thoughtful and life-giving decisions and action of leaders.

The desire to grow a love of learning results in the school investing into strong and mutually beneficial partnerships. These relationships promote the vision and are highly valued by leaders. A wealth of support and training from Blackburn Diocese enhances Church school distinctiveness. Strong links with the local church result in enhanced pastoral support and spiritual development. Close connections with village life, and the rich resources of the surrounding area, support pupils' sense of place and belonging.

The vision to grow in knowledge has resulted in a recent redesign of the wider curriculum. Pupils are animated and enthused by the variety and relevance of topics they now explore. The school has considered how to celebrate diversity within the context of village life. This weaves together with a commitment to support pupils' understanding of the global community in which they live. The use of 'big questions' across the curriculum develops curiosity and promotes deep thinking about disadvantage and injustice. It is leading pupils into social action. Some pupils articulate how recent learning on slums in Brazil has changed the way they value food. As a result, pupils have selected to support a local food bank as their charity this year. Leaders constantly review the curriculum and consider how it leads to pupil progress and flourishing. Consequently, the wider curriculum makes a considerable impact on pupils' character development.

RE is given a high profile within the school and is underpinned by the vision to grow in knowledge and faith. Pupils enjoy the opportunity to learn about a range of religions and talk about these with interest and respect. As a result of creative and inspiring lessons, pupils have a good understanding of Bible stories. Some pupils confidently recount these, articulating how they demonstrate Christian values and linking them to their own actions. Teachers create a safe space where pupils reflect on their own beliefs and responses to religious texts and ideas. However, not enough curriculum time is dedicated to the exploration of theological concepts. As a result, some pupils are less secure in talking about key Christian beliefs.

The vision to grow in faith and God's love is expressed beautifully through collective worship. Pupils enjoy a rich breadth of Anglican traditions through a range of formal and informal styles. Worship carefully reflects the rhythms of the Church year. Opportunities to celebrate festivals, Holy Communion and special occasions at the local Church are central to the school's worshipping life. Many cherish the role of local clergy who demonstrate Christ's love and compassion to all. Pupils develop curiosity as they explore Christian values and consider how they are rooted in biblical teaching. Some pupils articulate how the empty chair in worship, representing Jesus' presence with them, brings them comfort. Consequently, pupils gain a meaningful understanding of Christianity, and some pupils thoughtfully apply biblical teaching to their own lives.



Recent developments to the role of the pupil worship team result in enthusiastic and committed pupil leaders. The headteacher and local clergy offer the team thoughtful support and encouragement, setting tasks designed to build up their skills. As a result, pupils are beginning to plan, lead and evaluate worship. Pupils understand the importance of teaching others about how Christians worship and undertake these responsibilities with joy, sincerity, and confidence. The team articulate how worship leads them into action. They are committed to making a difference in their school, their local area and to the wider global society.

Opportunities for spiritual development grow out from worship into other areas of school life. Pupils engage well with age-appropriate prayer and reflection areas around school demonstrating how worship leads pupils to think deeply. Leaders consider how curriculum enhancements support pupils' wellbeing and spiritual development. The resourceful implementation of Welly Wednesdays each half term enables the school community to enjoy their beautiful surroundings. Opportunities for prayer and reflection, alongside gardening activities, lead some pupils and adults to reflect on the wonder of God's creation. Development plans for continuous outdoor wellbeing and prayer activities are underway. Leaders and clergy have a wealth of spiritual knowledge and articulate this passionately. The school are keen to further utilise this rich expertise to develop a shared understanding of spirituality.

Leaders confidently articulate how the vision underpins their commitment to supporting the mental health and wellbeing of all. The innovative creation of the peace room results in a beautiful, calm and reflective space. This sanctuary, at the heart of the school, meets the needs of vulnerable pupils and enhances support for pupils with special educational needs and/or disabilities (SEND). This is a place where barriers to learning are overcome. This is a space where pupils and adults can reset their thinking and regain their peace. As a result, many pupils are equipped to access learning in a positive frame of mind. This leads to flourishing mental health and academic progress. The biblical idea that 'I can do all things through Christ who strengthens me' is pivotal in this initiative. It is personified through leaders and staff who strive to do their very best for the children in their care. Consequently, this is a compassionate and vibrant community where pupils and adults thrive and a love of learning grows.



	The effectiveness of RE is		Good
	<p>The teaching of RE across the school is good with some pockets of strong practice. Lessons engage pupils who respond keenly and reflect thoughtfully on their own beliefs. Pupils respectfully learn about a range of religions and world views. Pupils with SEND are well supported and as a result most pupils make good progress. However, some pupils are less secure when talking about their knowledge of theological concepts.</p>		
Information			
School	Cockerham Parochial Church of England Primary School	Inspection date	6 December 2022
URN	119525	VC/VA/Academy	Voluntary aided
Diocese/District	Blackburn	Pupils on roll	76
Headteacher	Kathryn Hutchins		
Chair of Governors	Lesley Brookbanks		
Inspector	Alison Rice	No.	2103