

Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Coulston Church of England Primary School	
Address	Bradmore Way, Old Coulston, Coulston, CR5 1ED
School vision	
<p>Together. Growing in mind, body and spirit.</p> <p>This vision is fed and nurtured by the community showing the values of ‘Fruit of the Spirit.’</p> <p>It is underpinned by John 10:10, “So they may have life in its fullness.”</p>	
School strengths	
<ul style="list-style-type: none"> • The vision permeates all areas of school life. It supports decision making and is a source of strength to the staff and pupils. • The curriculum is broad and enriched. It allows pupils to develop their ‘body, mind and spirit.’ As a result, pupils enjoy coming to school. • Collective worship strongly impacts on the lives of pupils, staff and governors. It influences behaviour, supports changes in attitudes and encourages pupils to challenge injustice. • Staff and pupils are treated extremely well in line with the vision. The school goes ‘above and beyond’ with the support they provide, creating a caring community. Pupils care for each other. Older pupils take an active role in supporting and nurturing younger pupils. • Pupils enthusiastically support a range of causes, locally and further afield. They democratically choose who they wish to support and how. They recognise injustice and how they can make a difference in the world, both on a small and large scale. 	
Areas for development	
<ul style="list-style-type: none"> • Embed a shared understanding of spirituality for the school community. This is to deepen further pupils’ spiritual development. • Review the religious education (RE) curriculum to extend pupils’ understanding of a range of world faiths and views. • Ensure activities within RE lessons are matched more tightly to the needs of individual pupils. This will ensure all pupils can make the best possible progress. 	
Inspection findings	
<p>Coulston Church of England Primary School has a vision that is cherished by the school community. It permeates areas of school life including influencing learning along with policies such as the behaviour policy. It drives leadership and governor decision-making. This includes difficult decisions around financial matters including continuing to fund expensive provisions that benefit pupils. Throughout a turbulent period of change, including a bereavement within the school community, the vision has been a source of strength. It has directed the caring yet professional approach of the school leadership. Recognising its strength, and providing a legacy from the much-loved previous headteacher, the new headteacher wisely retained the vision</p>	



when he joined the school. Recently, the vision has been strengthened through biblical underpinning from John 10:10. This has reinforced understanding and inspires leaders, including governors, to ensure pupils have the opportunity to live life in all its fullness. The school continues to revisit the vision regularly to ensure it still meets the needs of the changing local community. This includes an increasing number of pupils who are refugees and pupils who are new to the English language. As a result, Coulsdon has been successful in ensuring a sense of togetherness across the entire school. This creates a sense of community. Parents, pupils and staff refer to the school as a 'family,' to which all can belong and be valued.

The school's vision is evident throughout pupil learning. It ensures that pupils 'grow in body' through learning to keep themselves healthy and safe. They 'grow in mind' through the broad curriculum that is enriched through visitors, school trips and community events. They also 'grow in spirit' through spiritual journaling where pupils can write or draw their reflections on collective worship and their learning. Pupils state this helps with 'learning how we can be closer to God and Jesus.' Pupils enjoy learning and speak about their progress and the range of enrichment activities with enthusiasm. The school has supported academic and pastoral development by ensuring there are a range of staff in various roles to help pupils. This has provided career progression for some members of staff who have received training to undertake such roles. The school is developing how it adapts lessons so that all pupils can fully access learning. However, there is no shared understanding of spirituality that is recognised by the school community. This means staff are not always clear on the school's approach which limits pupils' spiritual development.

Pupils value times of collective worship. They see these as opportunities to grow closer to God. Such times are remembered and applied directly to pupils' lives. A recent theme on peace helped a pupil find 'peace in their own life,' whilst another shared how she intervened in the playground to bring harmony into a situation. Parents too, recognise the importance of such times within their children's lives and how they recall the learning from collective worship. They share how such times influence their children's behaviour at home including relationships with their siblings. Collective worship is invitational, engaging and inclusive, allowing the school community to access these sessions and to benefit from them. Despite there being no local minister in post, the church supports these special times. Through collective worship sessions, the school inspires pupils to challenge injustice and to bring about change. Pupil 'faith ambassadors' support the school's Christian ethos. They evaluate worship and feed back to leaders. They are keen for pupils to be more involved in worship, stating the benefits for younger pupils of this approach. School leaders embrace this idea and encourage further feedback from its faith ambassadors.

The school is fully committed to the development of its staff, supporting their career progression and successfully inducting new members into the school. Staff recognise and value how senior leaders nurture and care for them. Hence they are happy 'to repay this commitment through giving back to the school.' This allows the school to support numerous church and community events that are enjoyed by parents and pupils. Coulsdon also goes to extraordinary lengths to support pupils and families who are facing difficulties. This includes removing barriers that may prevent pupils from attending school. Older pupils take on a buddying role to younger pupils. This develops responsibility in the older pupils and whilst supporting younger pupils to integrate into the school. They accompany each other to church, write to each other and play together. This creates bonds of friendship that extend past the pupils' time within the school. As result, pupils enjoy coming to school with some wishing the school day was longer!



Supported and inspired by the school and local church, pupils are afforded many opportunities to address issues of concern to them. Pupils regularly sing at numerous community events and democratically vote for which charities they will support. This includes charities of personal significance and provides support to some members of the community. They also recognise injustice and want to do what they can to tackle this. Pupils recognise that a small change such as not sending Christmas cards can address much bigger issues such as climate change.

RE has the status of a core subject. The curriculum is well sequenced to ensure that pupils display a good knowledge and recall of Christianity. However, there is not enough coverage of a variety of religions to ensure pupils have a strong level of understanding across a range of faiths and worldviews. The leader of RE has received training from the diocese which has been shared with other members of staff. There is regular monitoring of teaching and learning in the subject. Pupil progress is discussed regularly. Meetings support the reviewing of the curriculum and to identify opportunities to provide support.

Pupils value their RE lessons as it provides them with the opportunity to learn about religion and apply this to their own lives. A range of approaches to teach topics are used, including art and drama. However, pupils who have additional needs do not always make sufficient progress. Work is not always adapted well enough for their needs. Opportunities are not always available for more able pupils to show their skills or demonstrate their gains in knowledge. Verbally, pupils can articulate their understanding of past lessons, but this is not always reflected within their written work.

The inspection findings indicate that Coulsdon Church of England Primary School is living up to its foundation as a Church school.

Information			
School	Coulsdon Church of England Primary School	Inspection date	22 May 2024
URN	101792	VC/VA/Academy	VA
Diocese/District	Southwark	Pupils on roll	201
MAT/Federation	None		
Headteacher	Paul Garratty		
Chair of Governors/ Trust Board	Darius Campbell		
Inspector	David Huntingford	No.	C.23/24