

CORRINGHAM

CORRINGHAM C.E PRIMARY SCHOOL

Middle Street
Corringham
Gainsborough
DN21 5QS



DIOCESE OF
LINCOLN
THE CHURCH
OF ENGLAND

Web: www.corryingham.lincs.sch.uk
Head Teacher: Mrs E Watt Jones B.A (Hons) PGCE

Tel: 01427 838270

October 2024

Dear Parents and Carers,

I am writing to share some wonderful news following our recent SIAMS inspection at Corringham School. We are thrilled to announce that the feedback received has highlighted numerous strengths within our school community, and we would like to celebrate these achievements with you.

The inspection affirmed that our Christian vision, focusing on valuing ourselves, others, and the world, is deeply integrated into the daily life of the school. It is gratifying to know that our efforts to ensure the vision meets the needs of our unique community have been recognised. Pupils and adults alike are actively engaged in initiatives promoting responsibility and positive change, which fosters a vibrant and supportive culture throughout our school.

Our collective values of trust and compassion shine through in the collaborative efforts of staff, pupils, and families. This inclusive environment allows us to cater to the specific needs of each individual, ensuring that everyone is supported in their journey. Additionally, the meaningful relationships we maintain with the wider community further reinforce our vision and enhance overall wellbeing and cohesion.

While we celebrate these strengths, we also acknowledge areas for development. The inspector advised us to prioritise the role of collective worship within our school, ensuring it is well-planned to inspire and promote spiritual flourishing. Furthermore, we aim to develop a consistent approach to spiritual development across the curriculum, fostering a shared understanding of its importance.

It was incredibly reassuring to hear that our school environment is nurturing and supportive, allowing both children and adults to thrive. The commitment to overcoming barriers and meeting individual needs was commendable, particularly in the support provided to our most vulnerable pupils. The feedback highlighted our curriculum's capacity to promote confidence and individual strength, alongside our emphasis on valuing and caring for both people and the world around us.

I would like to take this opportunity to extend our heartfelt thanks to Mrs Jakins, our RE leader, and our Governors for their dedicated support and guidance throughout this process. Their contributions have played an essential role in ensuring the success of our school's vision.

As we move forward, our focus will remain on further enhancing our learning environment and supporting the wellbeing of every child and staff member. The feedback we received gives us a great foundation on which to build as we address the recommended areas for development.

Thank you for your continued support and partnership in fostering a thriving school community. Together, we can ensure that Corringham School remains a place where every individual feels valued and empowered.

Yours sincerely,

Mrs E Watt Jones
Headteacher



Healthy School

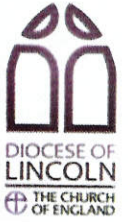
Learning to value ourselves, others, and our world...



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Dear Parents and Carers,

Our school has just received the findings of the Statutory Inspection of Anglican and Methodist Schools.

It finds that "it is a nurturing and supportive environment where love from the staff results in the flourishing of children" and "valuing ourselves, others and the world is woven throughout the life of the school".

It describes the inclusive nature of the school as impressive. I feel that these findings confirm our feelings about the school and would congratulate the leadership and staff for their efforts.

On behalf of the Governing Body,

Dr Chris Hunt



*Thankfulness * Trust * Courage * Compassion * Community * Perseverance*



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Corringham Church of England VC Primary School

Vision

Learning to value ourselves, others and the world.

‘Whatever you do, work at it with all your heart.’ Colossians 3: 23.

‘Education is the most powerful weapon you can use to change the world.’ Nelson Mandela.

Our school values: thankfulness, community, perseverance, courage, trust and compassion.

Strengths

- The Christian vision’s focus on valuing ourselves, others and the world is woven throughout the life of the school. Leaders understand the school’s context well, and ensure that the vision meets the needs of this community.
- The provision to promote a culture of responsibility and action is well developed and has significant impact. Pupils and adults are highly motivated to embrace initiatives that bring about meaningful and positive change.
- Characterised by their values of trust and compassion, staff, pupils and families work together as a team. This inclusive approach ensures that the specific and unique needs of individuals are very well supported.
- Purposeful and mutually beneficial relationships with the wider community promote the vision to value others. This positively impacts wellbeing and community cohesion.

Development Points

- Embed rigorous systems to monitor and evaluate the effectiveness of religious education (RE). This is to make sure that RE is challenging, questioning and explores the impact that faith has on the lives of individuals.
- Prioritise the role of collective worship in the life of the school, ensuring that it is carefully planned. This is to maximise opportunities for collective worship to be inspirational and promote spiritual flourishing.
- Develop a consistent, curriculum wide approach to spiritual development, including a shared understanding of what it is. This is to ensure a range of rich and relevant opportunities within the curriculum that nurture spiritual flourishing.



Inspection Findings

The school's vision underpins daily life at Corringham School. It is a nurturing and supportive environment where 'love from the staff results in the flourishing of children'. Adults are focused in ensuring that pupils and adults thrive. Compassion and care are evident in the vision led decisions of leaders. These include bold financial choices to ensure good quality provision to promote flourishing. For example, investing in a high number of competent and committed staff enables valuable individualised support where required. As a result, the learning and wellbeing of pupils is good and continuously improving. The professional development of staff in most areas is a high priority. Through training and support, they have positive wellbeing and confidence in themselves and others. Leaders reflect the vision and their regular monitoring of it confirms that it is embedded in the life of the school.

The inclusive nature of the school is impressive. Informed by the school's vision there is a relentless commitment to overcome barriers. Individual needs are sensitively met with professional care. Initiatives for the most vulnerable are thoughtfully implemented, such as bespoke support from an external mental health practitioner. Parents of those with special educational needs and/or disabilities (SEND) are appropriately effusive in their appreciation of the support for their children. The breadth of the curriculum skilfully promotes confidence in pupils. Through identifying individual talents and interests, adults nurture individual strengths. As a result, pupils have a strong sense of their own worth and place in society. The curriculum is rooted in the vision to value others and the world. Opportunities to learn about inspirational individuals, such as Mary Seacole, and their impact are commonplace. An emphasis on the compulsion to value and care for the world is threaded throughout lessons. For example, whilst learning about living things in science, pupils engage in bird watching activities. They are motivated to develop the school grounds to create an enhanced environment for birdlife. This experience also provides time to experience and enjoy the beauty in nature. However, there is a lack of shared understanding of spiritual development beyond awe and wonder. This means that occasions for further development are currently lost.

Most pupils enjoy RE and appreciate opportunities to learn about a range of faiths. A recent multi-faith RE day in school was well planned and resourced. This allows pupils to gain first-hand experience of what it is like to belong to faiths other than Christianity. RE provision meets statutory requirements. The curriculum is planned to ensure that it is balanced and well-sequenced. Despite this, in practice, the curriculum provision does not always build on prior knowledge and is often repetitive. Consequently, time and opportunities to develop knowledge of key concepts are lost. In addition, there is insufficient challenge built into curriculum planning. Some pupils have a good understanding of the facts of individual religions. However, planning does not always provide opportunities for pupils to engage in questioning of key concepts. Time to reflect on the impact that faith has on individuals is not routinely built into lessons. There is a lack of rigorous monitoring by leaders and training for staff. This means that staff do not always understand expectations for RE. Consequently, they are not fully equipped to help pupils to develop high level skills.

Services in church to celebrate major Christian festivals punctuate the school year. They bring the whole community together to give thanks to God. These invitational opportunities offer an insight into the Anglican tradition. They are appreciated as times to come together and give thanks. Likewise, the weekly celebration worship is a highlight of the week, recognising those who have demonstrated the vision and values in action. A love of singing helps to promote spiritual flourishing. However, daily collective worship is not sufficiently central to the life of the school and therefore has limited impact. The aspiration to provide worship that is inspirational is not a primary concern. A lack of careful planning means that opportunities to reflect on Bible stories linked to the vision and values are lost. Time for adults and pupils to reflect and consider their role in the world is not given priority. Consequently, spiritual flourishing is restricted.



Pupils and adults are successfully nurtured and supported to become confident individuals. They know that they are loved and cared for because they experience it as part of day to day living in the school. The environment has been carefully designed, over time, to enhance wellbeing. This includes outdoor provision for every classroom, a newly refurbished staff room and space to support those with SEND. Behaviour within school is driven by the vision that focuses on the importance of valuing oneself and others. Consequently, relationships are good. Pupils and adults rightly articulate the significance of having their individual talents recognised and the impact this has on self-esteem. Extra-curricular activities such as singing, enable pupils to excel as individuals. The garden is inspirational and highly valued as a place of safety and calm. It promotes spiritual flourishing through an engagement with nature. Pupils work in a quiet and focused manner here. This is a special space that provides contentment whilst also reinvigorating pupils. Involvement with the community beyond school is mutually enriching. Events such as singing at the switching on of Christmas lights and the sharing of some facilities enhance community relations.

An emphasis on cultivating a sense of responsibility in pupils pervades the life of the school. However, the exploration of issues of justice are less well developed. Pupils and adults embody the vision of 'whatever you do, work at it with all your heart'. Many and varied opportunities for character development and leadership encourage pupils to see themselves as agents of change. Digital leaders and school councillors act as role models for the younger children. Pupil led initiatives also make a tangible difference in the local community. These include pupils personally delivering food parcels to those in need at harvest and caring for the local church building. Pupils are instrumental in developing the garden. They learn about the vital role of insects in ensuring the viability of the world and then take decisive action. As a result, this space is now a constantly expanding sanctuary for wildlife and a haven of purposeful activity. It embodies the vision to value the world and provides a daily focus to nurture and protect God's creation.

Information			
Address	Middle Street, Corringham, Gainsborough. DN21 5QS		
Date	26 September 2024	URN	120568
Type of school	Voluntary Controlled	No. of pupils	105
Diocese/District	Lincoln		
Headteacher	Esther Watt-Jones		
Chair of Governors	Chris Hunt		
Inspector	Joanna Brookes		

