

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Eckington Camms Endowed Voluntary Aided Church of England Primary School

Address Camms Close, Castle Hill, Eckington, Sheffield, S21 4AU

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

Eckington Camms, through our Christian ethos, provides a caring and welcoming school that values the achievements of all children so that we fulfil our vision of 'Every child succeeds'. Our adopted Bible verse of 'I can do everything through Him who gives me strength', gives us a clear focus on ensuring that each child has success in school.

Key findings

- The vision underpins the life of the school. Pupils understand that they can succeed in all things, as the Bible verse states. Links between the vision and twelve associated values are not fully understood.
- The church has strong links with the school, which supports pupils' spiritual development. The rector provides pastoral care to pupils and staff, which is much appreciated.
- As a core subject, religious education (RE) is important to the life of the school. Pupils learn about and from world faiths and beliefs in creative ways. Links between RE and other curriculum subjects are being explored.
- Pupils and staff learn about the vision through invitational, inclusive and inspiring worship. The role of the pupil worship committee in planning, monitoring and evaluating worship is not developed.
- Leaders and governors are active in promoting the vision. Their partnership with staff is enhancing the links between school and their community.

Areas for development

- Explain how the school values can be applied in a distinctively Christian way, so that pupils can link them more clearly with the adopted Bible verse.
- Further develop the role of the collective worship council, so that they use their skills in choosing topics, preparing, evaluating and refreshing worship.
- Develop the RE curriculum, so that learning makes increasing use of music, art and drama in its delivery. This cross-curricular dimension will further enhance its impact in imaginative and innovative ways.

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

Leaders including governors ensure that the vision is given a high priority across all school activities. Summarised as 'every child succeeds', it is underpinned by the Bible verse Philippians 4:13. Pupils and staff appreciate this biblical basis regardless of their personal beliefs. As a result, there is culture of optimism and resilience in the school. The vision is supported by twelve biblical values. All strive to live these out in the day-to-day life of the school. Although the values are known and understood, their links with the vision are not fully appreciated. Induction procedures for new staff include developing an understanding of the school's distinctive Christian vision. Wellbeing has a high priority in the school. Staff are always available in the 'magic room' to support vulnerable pupils. Leaders are always on hand to help and advise colleagues. Their accessibility is appreciated. All teachers are trained in ensuring pupil wellbeing and so promote a happy, family-like environment. Behaviour is good because pupils model the values. The behaviour policy is based on principles of love and reconciliation. Incidents are rare, and when they occur, pupils are confident that they will receive help to resolve them.

Pupils explain that the vision is central to everything and was a great help during the Covid pandemic. Pupils regard the school vision as illustrative of the way teachers invest in their futures, so they feel loved and greatly valued. Vulnerable pupils and those with SEND receive additional support. This enables them to flourish. Pupils acquire skills such as videoconferencing. These, together with practical skills taught as part of the vision, will contribute to success in later life. Leaders promote practical life skills as part of the equipping of all pupils with the quality to persevere. Governors make bold financial decisions, which reflect the vision and ensure that pupils receive the guidance and support they need.

RE is taught in a lively and engaging way using the Understanding Christianity resource. Pupils enjoy learning about world faiths and beliefs and know why this is important. RE provides opportunities for spiritual development through Bible stories. For example, pupils reflect on the story of King David and how this illustrates that God has a purpose for each person. Pupils learn about world faiths and beliefs, which help them understand and appreciate the views of others. Leaders including governors ensure that RE is well resourced. RE leaders attend diocesan training to further develop their skills. This is an important factor in developing a dynamic learning environment, which inspires all learners. Although pupils are taught through drama, music and art, the links between RE and other curriculum areas is not fully exploited. Through asking perceptive questions, pupils develop skills to interpret, use empathy and think for themselves. They are enthusiastic about the contribution RE makes to their spiritual development, giving them new insights into creation and their stewardship of the planet. Each classroom has a focus area for RE. Pupils have visual reminders of Bible stories and important biblical verses. A special workbook invites pupils to make requests for prayers or share prayers they have written themselves. There are reflective spaces during the school day for pupils to pray. Pupils understand that speaking with God is the purpose of prayer, realising the significance of prayer to Christians. Pupils also enthusiastically recall visits to places of worship of different Christian denominations and faiths. This helps them acknowledge the similarities between faiths. Pupils celebrate difference and diversity, emphasising that an acceptance of difference enriches them.

Collective worship is an important activity for pupils and adults. It emphasises the vision and provides opportunities to reflect on it. All worship is invitational, inspirational and inclusive. Pupils value times of stillness, reflection and prayer. The local rector and church members are active in the school, providing pastoral and spiritual support. They are respected by pupils and staff, who appreciate their approachability. This strengthens the links between the church and the school. The church building is used as a curriculum resource. RE, pastoral support and personal spiritual growth all benefit as a result. Pupils recall worship themes through songs, which remind them of the values they hold. A worship council helps organise collective worship, ensuring that services run smoothly by setting out the hall and reading prayers. Their role in choosing themes and writing and preparing acts of worship is not yet embedded. They do record what works well in worship, in an evaluation book. Therefore, leaders have a clear view of how pupils value their acts of worship. Collective worship follows well-prepared material, so that all staff are effectively resourced for leading worship.

The governors share in shaping the vision, deliberately choosing it to be affirming for all, irrespective of faith or beliefs. They support, evaluate, review and help plan the direction of school development. Foundation governors evaluate the impact of the vision, particularly on RE and collective worship. They lead by example in taking acts of collective worship. Their contribution, in bringing church into school, is highly valued by pupils, staff and parents alike. They promote the vision within the community by ensuring the school is represented at local events.

Pupils accept leadership roles at Camms and help improve the running of the school. Year 6 apply to be prefects, who help deliver the vision by service to others. They help to hear readers and supervise younger pupils. Prefects are also play leaders, referees, playground umpires and assist extensively with the organisation of lunch. They see this as Christian service and are proud to help. 'It is like when Jesus washed the disciples' feet', said one prefect. Older pupils are unequivocal in challenging injustice. They look for ways to alleviate the effects of the war in Ukraine by supporting the foodbank in Eckington, for example. They understand relative poverty and know that their community provides many opportunities to help others. They are also aware that Christians work and worship in other ways around the globe, understanding Christianity as a global faith. They cite fund-raising for the First Life Ministry, which runs a children's home in India, as an example 'of what Christians can do'. Pupils explain that the ethos of the school changes the way they behave both in and out of school. They believe that the Christian vision has a positive impact on them, their families and the wider community.



The effectiveness of RE is

Good

RE teaching and learning throughout the school is highly effective in all years, through a rich and engaging curriculum. The subject is well led and managed. RE enables all pupils to progress, including those with SEND and the most able. A good provision of resources enables pupils to compare and discuss a range of faiths and beliefs.

Contextual information about the school

Date of inspection	18 May 2022	URN	112882
Date of previous inspection	3 December 2015		
School status	Voluntary aided primary school	NOR	206 plus 30 in nursery
Diocese	Derby		
Headteacher	Tim Cocking		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is in line with national averages.		
Additional significant information (if needed)			
Inspector's name	David Shannon	No.	617