

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>East Haddon Church of England Primary School</b>	
Address	Church Lane, East Haddon, NN6 8DB
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
<p>'Love each other as I have loved you' John 15 v12. Everyone should be nurtured to reach their potential in a safe, happy, caring environment where we support academic, emotional and spiritual development through our Christian virtues in order that we may flourish. Love, Laugh and Learn to develop a lifelong and purposeful love of learning and the world around us. 'Whoever lives in love lives in God, and God in them' John 4 v16</p>
Key findings
<ul style="list-style-type: none"> <li>• The school unequivocally lives out its biblically based Christian vision. This is characterised by harmonious, loving relationships between adults and pupils.</li> <li>• The vision underpins the activities of the school. It is reflected in actions such as the creation of Family Groups of pupils and strategic decisions made by leaders.</li> <li>• Pupils, including vulnerable pupils and those with special needs (SEND) are supported to flourish. However, opportunities for spiritual development are missed as they are not consistently planned.</li> <li>• Pupils enjoy their learning in religious education (RE), giving them a sound knowledge of Christianity. However, their understanding of worldfaiths and worldviews is less well developed.</li> <li>• Collective worship is valued as special to the life of the school. However, the balance between the key elements of worship is inconsistent.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Implement and maintain a consistent balance of elements within and across acts of collective worship, so that opportunities for spiritual growth through worship are increased.</li> <li>• Enable rich opportunities for pupils to develop their understanding of various world religions and worldviews. This will expand their knowledge of diversity and difference in RE and across the wider curriculum.</li> <li>• Ensure there is a shared understanding of spirituality, enabling pupil's development opportunities to be planned for across the curriculum.</li> </ul>



## Inspection findings

The biblically based vision, with its central theme of love, was chosen to best reflect the existing ethos of the school. Adults and pupils know and understand it. They clearly articulate how they play their part in a loving community. Treating one another with dignity and respect is central to this. Pupils say they 'watch how staff are kind to each other' and then copy their actions and behaviours. As a result, the school is characterised by harmonious professional and personal relationships at all levels. This enables adults and pupils to feel safe and live well together. Senior leaders are passionate in promoting the vision and are proud of its impact on the community. Governors share leaders' ambitions for the school and are committed to its work. They make decisions in the best interests of pupils. Parents value the love and attention their children receive. They know they are well cared for and appreciate that staff are accessible and willing to help when needed. In many instances, this had a transformative effect on families. The vision is underpinned by 'theological virtues', values such as hope and faith. These are directly linked to a Bible verse which reflects the theme of love. The virtues are widely known and understood. Pupils are encouraged to model them in all aspects of school life. They help them aspire to be the best they can be. Parents attribute their children's positive behaviour at home to the virtues they live by in school.

Staff feel valued and empowered. Many have worked at the school over a long period, choosing to remain and develop their career there. This provides a stability that parents and the community welcome. Teachers work collaboratively. They draw on each other's strengths to choose, shape, plan and deliver curriculum opportunities. These aim to engender a love of learning in their pupils. As a result, they enjoy school and flourish. Extra-curricular activities, including sports coaching and music lessons, help pupils develop new skills and succeed in different areas. Trips and visits enrich this. Successes outside of school are celebrated. Spiritual experiences take place within the curriculum and beyond. Although the Spirituality Policy supports planning for its development, this is not consistently applied. Consequently, it is not always recognised as being distinct from moral and social education or regularly included in other curriculum areas.

A significant aspect of the school, illustrating the vision, is the formation of mixed age Family Groups. Pupils from each of the seven year groups work, play and worship together regularly. As a result, they form relationships which are close and meaningful. Older pupils act as leaders and role models for the younger peers, consequently supporting the other to learn and grow. The friendships formed frequently exist beyond their time at the school. During Family Group time, pupils discuss and debate 'big questions' such as 'who is God?' Respecting the views of others, they learn to 'disagree agreeably', confidently articulating their own beliefs and opinions. They also plan for charitable giving, understanding how raising money helps others. However, pupils do not see themselves as independent advocates for positive change.

RE is delivered creatively through art and drama. Pupils enjoy their learning. Their knowledge of Christianity is strong. They talk confidently about God as Father, Son and Holy Spirit, and the importance of the Bible to Christians. Comparing world religions enables pupils to see similarities between them. However, their knowledge of religions other than Christianity can be muddled. Also, pupils are not consistently provided with balanced learning experiences of wider worldviews. As a result, their understanding of difference and diversity is underdeveloped.

Whole school collective worship is recognised as a special time when staff and pupils come together as a family. A special table marks the church year through changes to the colour of the cloth. Pupils know the importance of this and look forward to this visual reminder of



the changing seasons. A candle is lit to mark the beginning of collective worship, however its significance is not always noted or understood. A different virtue provides the worship theme each week. Pupils explore the impact on their lives and how they can reflect them in their behaviours. Bible stories illustrating the virtues enable pupils to encounter the teachings of Jesus. Stories are often acted out, with pupils enthusiastically volunteering to take part. Opportunities for discussion during collective worship encourage greater understanding of the theme and story. This promotes the relevance of faith in today's world. Pupils contribute by writing and reading out authentic and personal prayers in turn. A virtue linked Bible verse is repeated as a liturgy after each one, reinforcing the vision of love for all. Pupils and adults enjoy to sing. This is seen as an important element of worship. One pupil noted that 'it is another way of praying'. However a balance of elements such as stillness linked to prayer and reflection are not always included. Consequently, opportunities for further spiritual development are missed. The pattern through the week provides opportunities to worship in different ways. Through exploring and discussing big questions and ideas, for example. Pupils deliver a special act of collective worship every spring term. Working together in Family Groups they plan and deliver a chosen Bible story, using their own ideas. Pupils are proud to lead worship for their friends and staff in this way. Monitoring the impact of collective worship by leaders, including governors, takes place. Pupils are encouraged to contribute their opinions during Family Group time. However, this is not consistent and does not always lead to improvement. The church building is increasingly used for special services, such as harvest, to which the whole community is invited. This is much appreciated by all. Members of the church are involved in planning and delivering events such as advent. These add to pupils' knowledge and understanding of Christianity. The school has access to and frequently uses the church building to enhance aspects of the curriculum including for RE. The school enjoys a positive relationship with the Diocese of Peterborough, taking full advantage of training and advice offered. Leaders value working with other local schools, sharing ideas and good practice with them.

Information			
School	East Haddon Church of England Primary School	Inspection date	30 November 2022
URN	121969	VC/VA/Academy	Voluntary controlled
Diocese/District	Peterborough	Pupils on roll	81
Headteacher	Claire Truslove		
Chair of Governors	David Cashmore		
Inspector	Rachel Beeson	No.	952