

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Vine Inter-Church Primary School (CofE / Methodist)	
Address	The Vines, Upper Cambourne, Cambourne, CB23 6DY
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	Excellent
The impact of collective worship	Excellent
The effectiveness of religious education (RE)	Excellent

School's vision
<p>This is our school. Let peace dwell here. Let the rooms be full of contentment. Let love abide here. Love of one another, love of mankind, love of life itself and love of God.</p> <p>Let us remember that as many hands build a house, so many hearts create a school. Matthew 28: 16-20</p>
Key findings
<ul style="list-style-type: none"> • The school's Christian vision is the bedrock of all policy decisions and action. With exceptional consistency, the school community knows the vision and lives its life by its principles. As a result, those in the community develop, thrive and flourish. • An embedded deep sense of social responsibility, driven by vision, has equipped the school community to be agents of change. This enables a relentless focus on serving others, with a huge impact on the wider community. • Driven by vision, and after careful consideration, leaders have employed a significant number of additional staff. This provides exceptional provision enabling all to access the rich curriculum. This has led to the personal, academic, social and spiritual thriving of pupils and adults, including the most vulnerable. • Collective worship is invitational and inspiring. The multidenominational nature of the school inspires and promotes inclusivity. There are many opportunities for contemplation and prayer within the building but fewer outside. • The curriculum for religious education (RE) is rich and wide-ranging, pupil engagement is high. Leaders have ensured that RE is given prominence as a core subject. As a result, pupil's religious knowledge and literacy is commendable. Their ability to analyse, reflect and evaluate is extremely well developed.
Areas for development
<ul style="list-style-type: none"> • Further promote opportunities for spirituality outside the classroom. This is so that pupils can be drawn to reflect even more on the meaning and mystery of life.

Inspection findings

The school has effectively developed and implemented the distinctive Christian vision. All members of the school support the vision and understand its intention. They are highly welcoming of all and very inclusive. The school community, directly motivated by the vision seek to do 'all the good they can'. This they do without even thinking about it. Relationships with the local multid denominational church are strong. The school has built effective partnerships with Methodist Academies and Schools Trust and the Ely Diocese. International partnerships are mutually beneficial, and the school has been awarded the International Award by the British Council. Two pupils are representatives on the Church of England's Young Church Leaders' Forum. This puts them in a position where they can contribute to influencing and informing national Church policy. Leaders actively support the development of staff through regular training, mentoring and coaching. A significant proportion of staff have completed additional professional qualifications. Staff in turn share their expertise at a diocesan and district level to the benefit of other schools. Governors constructively monitor the school's effectiveness as a church school. This includes regular meetings of the ethos community, comprising of governors, staff and pupils, designed to promote and protect the vision. A flourishing community results where high levels of achievement, character development, inclusion and spirituality are the norm.

The vision drives school leaders to make bold financial, and ethical decisions, for example in providing additional curriculum opportunities that meet the needs of all learners. Pupils enjoy their learning. The large inclusion team comprises of a nurse, counsellor, play therapist, chaplain, therapeutic gardener, behaviour and academic support staff. The team aim to 'meet pupils where they are at' and work highly effectively to identify, support and help the vulnerable. In eliminating barriers to learning, pupils' attitudes are changed, difficulties overcome, and they flourish. There is an unwavering and consistent understanding that spirituality is about doing the works of Jesus. The school community, encouraged to love one another, values kindness and good works. This means that the school and local community are served by goodness. Parents comment that principles of compassion and generosity are taken beyond the school gates. Pupils' kindness is noticed by the wider community. They are seen being charitable, pausing to help and showing concern for others.


A 'pro social reward system' is designed so that pupils have the opportunity to give their reward for good behaviour to a worthy cause. It is innovative and outward looking, promoting unselfish giving. Local and national causes benefit from these rewards. The curriculum encourages pupils to ask big questions and think globally. Pupils are enthusiastic about discussion and debate, they say it helps them to evaluate and widens their perspectives. The school is an international school and promotes global values; there is a strongly held belief that the world is its parish. The partner schools in Australia, Ghana and Spain, in keeping with the school's ecumenical nature, represent a number of different denominations. The partnerships enrich school communities and enrich The Vine in turn. Learning from the actions of important people who have fought for justice or brought about change is a significant focus of the school. Each year group studies the life of a famous courageous advocate. Biblical and modern-day role models that embody and exemplify school values or characteristics are used as examples bi-weekly. This focus on those who overcome seemingly insurmountable obstacles helps all understand that they too can find such inner resolve. Pupils are inspired by their example and are motivated to make a difference. Behaviour is good. Where there have been breaches of the behaviour policy, pupils are encouraged to



understand the consequences of their actions. They are helped to seek reconciliation and ask for forgiveness. A fresh start is always offered. The school's chaplain is regularly available for adults and pupils and provides valuable support. In this diverse yet harmonious community, difference is embraced and there is a high degree of respect for one another's uniqueness. Collective worship is inclusive, the whole community welcome each other in call and response. Pupils sing joyfully and confidently express shared values. Staff, pupils and clergy lead worship which is carefully themed around school values. Biblical narrative and real-life examples inspire. Pupils are given opportunities to nominate others who have displayed school values in The Vine 'shout out'. Vision days, whole school projects which enable deep thinking and reflection, further promote the school's ethos. The varied traditions of not only the Anglican and Methodist church but also other denominations are reflected in the way that worship is planned. This enables pupils and adults to appreciate that Christians worship in different ways. The team of 'pupil worship watchers' monitor and evaluate collective worship. They are part of the governor ethos committee, and their feedback is valued. Pupils' attitudes change as a result of collective worship. They speak of a heightened awareness of the importance of forgiveness and reflect thoughtfully on messages that they have heard. Opportunities for spiritual reflection on that which is other and beyond us are available in the building during collective worship. They are especially strong in prayer spaces in each classroom but less prevalent outside.

RE effectively expresses the school's vision. The curriculum ensures that the Anglican and Methodist aspects of the school are highly valued and promoted. The subject provision reflects the Church of England's Statement of Entitlement and RE as a subject is highly valued. Pupils develop a deep understanding of Christianity, major world religions and worldviews. They critically reflect and engage with religious or philosophical ideas articulately and speak openly and movingly about their own religious or spiritual convictions. Leaders have ensured that the RE subject leader is given a weekly time allocation for leadership and monitoring. This enables staff support, school based professional development. The systems developed for learning and assessment in RE at The Vine are inspiring and helping other schools refine practice. The RE curriculum leads have been involved in the development of the Agreed Syllabus and the headteacher coaches the leaders of a group of three schools. He is the link between these schools and the diocese.



	The effectiveness of RE is		Excellent	
	<p>There is remarkable consistency in teaching and learning within year groups. Leaders ensure that pupil progress in RE is closely monitored. Regular assessment of subject knowledge, pupil skills and insights takes place. Pupils are routinely given opportunities to revisit previous learning during lessons. This leads to extremely high levels of religious knowledge and literacy. As a result, pupils, including those with additional needs, make good progress and flourish.</p>			
Information				
School	The Vine Inter-Church Primary School (CofE / Methodist)	Inspection date	9 March 2023	
URN	134894	VC/VA/Academy	Voluntary aided	
Diocese/District	Ely	Pupils on roll	413	
Headteacher	Lee Faris			
Chair of Governors	Dan Rainbow			
Inspector	Jane Trampnow	No.	954	