

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Great Easton Church of England VA Primary School	
Address	Snow Hill, Great Easton, CM6 2DR
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
<p>Let all that you do be done in love 1 Corinthians 16:14</p> <p>We are God's children and global citizens. We will be bold enough to use our voices, brave enough to evoke change in the world and strong enough to stand up for what is right. We are valued and are part of a Christian family that grows together in faith, love and kindness.</p> <p>Love of learning, life and living.</p>
Key findings
<ul style="list-style-type: none"> • The vision is the life-blood of the school. It ensures continual reflection and development and empowers leaders to make bold decisions. • Pupils flourish at Great Easton. Difference is embraced and everyone has a voice. Pupils believe they can make a difference, no matter how small, although not all children are acting as courageous advocates yet. • Religious education (RE) is a strength of the school and highly valued by all pupils. All pupils, including those with Special Educational Needs and Disabilities (SEND), are supported to explore different faiths and develop their own beliefs. Currently, pupils do not have a secure understanding of the Christian belief in the Trinitarian nature of God. • Relationships are overwhelmingly positive. Pupils disagree peaceably, accepting and respecting challenge. • Collective worship is highly valued by all. It follows Anglican tradition and is inclusive and invitational. Governors do not monitor collective worship with sufficient rigour to accurately evaluate its impact.
Areas for development
<ul style="list-style-type: none"> • Secure pupils' understanding of the Christian faith so that they have a deeper understanding of the Trinitarian nature of God. • Ensure regular, purposeful monitoring of collective worship so that pupils gain more from worship. • Enable every child to take the opportunity to act as a courageous advocate so that they understand everyone can make a difference.



Inspection findings

The school's well-established vision is the beating heart of the school. It is well-known, understood and lived out by all members of the community and is the reason many parents have chosen this school for their child. It is the golden thread by which leaders evaluate all the school's actions and it empowers them to make the courageous decisions which make this school unique. The school serves a cohort of children with a well above average proportion of pupils with SEND. The school successfully acts as alternative provision for other local schools. As part of their vision, the headteacher's determination to ensure every child receives what they need to access education successfully is driving the school's bold intention to open a specialist unit for pupils with complex needs in the near future. Pupils talk about each other's talents, needs and differences with acceptance, love and respect. These differences are welcomed, celebrated and seen as normal. In the words of one pupil, 'Everyone is welcome here because we are all different.'

The love, based on the vision, which emanates from the school can be felt from the moment anyone arrives. Many generations of families have attended Great Easton, the adults know they will be supported to flourish as well as the children. Parents and carers who need support in various way know they will find it and all are enabled to be partners in their children's education. All parents appreciate the 'can do' attitude of staff, their willingness to go the extra mile and never give up, no matter how great the challenge. Many children travel quite a distance to attend and new pupils quickly become part of the Great Easton community. Some staff describe it as their 'happy place', such is the harmonious community which has been created. As a result of the living out of the vision several members of staff have served their whole careers at the school, starting as trainees and moving into leadership positions, or are former pupils of the school.

The headteacher leads her team with courage and compassion, ensuring all have the opportunities and the support they need to develop and flourish. Good mental health is a priority for adults as well as children. Leaders have taken this into consideration when making decisions, such as introducing school dogs and relaxing uniform requirements. Governors support the work of the school, many having served for years. Although they are involved in the day-to-day activities of the school, their monitoring lacks rigour and does not offer sufficient challenge to school leaders.

Pupils view themselves as global citizens. They repeat their vision mantra 'We are God's children and global citizens' and associated actions with conviction. They are able to talk at length about national and global issues and what they perceive to be injustice. Pupils are keen to respond to national and global events and find ingenious ways of doing so, for example, making and selling 'squishies' to support the recent international disaster appeal. They know they have a voice and believe they can make a difference. However, not all children take the opportunity to do so.

Relationships at all levels are strong. Pupils' behaviour is consistently positive, both in and out of the classroom. They are supportive of each other and completely understand that what one person needs in order to thrive is not necessarily the same for everyone. Pupils are proud of their school and appreciate all it has to offer. They are fully involved in planning new developments for their school, such as revamping the pond area. They are aware of environmental factors which affect their lives and the environment around them. Pupils relish the opportunity to take on additional responsibilities, such as caring for the chickens, being play leaders or buddies for the Reception children. The school's Christian vision naturally enables leaders to create a learning environment built on dignity and respect. The school's specially designed 'courageous curriculum' has been designed to reflect the full range of




diversity and protected characteristics. Pupils have a good understanding of what bullying is and what it is not. Although they report bullying to be extremely rare, they have total confidence in their teachers to deal with it effectively.

The RE leader is determined to make her subject part of the DNA of the school and ensures it easily meets the Statement of Entitlement. She leads with passion, knowledge and pride. The school's curriculum encompasses some world religions but there are less opportunities to study worldviews. Staff training is prioritised, knowledge is shared within the team and pupil outcomes are good. Pupils talk with enjoyment about their RE lessons. They know they are learning knowledge for life. RE lessons build on prior knowledge and skills and, although there are some inconsistencies between classes, pupils leave the school able to explain their learning. RE lessons are a safe space for pupils to explore their own beliefs. They offer and accept challenge well and disagree respectfully. Pupils value opportunities to explore RE outside the classroom, particularly enjoying visiting other places of worship. They talk confidently about their recent learning but are less secure on the Christian belief in the Trinitarian nature of God.

Collective worship is well-planned and carefully follows Anglican tradition. It is highly valued by staff and pupils as a time to come together for worship and reflection each day. It is inclusive, no children are withdrawn, and pupils with SEND are skilfully supported to access the worship, for example, by signing key words to support understanding. Older pupils are well-supported to prepare and lead worship each week and younger pupils are confident they will have this opportunity as they move up through the school. The school visits the local church for key Christian festivals and the curate visits regularly. Governors value the school's work on collective worship although there is limited evidence of rigorous monitoring leading to improvement. Spaces for personal spiritual reflection are available in each classroom. Pupils value them and know they can use these spaces whenever they need to. They are attractive, inviting and resourced appropriately enabling older pupils to write thoughtful prayers and reflections to share with others.



	The effectiveness of RE is		Good
	<p>RE is a strength of the school. Pupils take pride in their work and enjoy talking about it in depth. Learning builds carefully over time, from the youngest children expressing their ideas about Bible stories to the oldest children debating their views on creation. All children, including those with SEND, are supported to develop their knowledge of different world faiths and to begin exploring their own beliefs.</p>		
Information			
School	Great Easton Church of England VA Primary School	Inspection date	10 February 2023
URN	115177	VC/VA/Academy	Voluntary aided
Diocese/District	Chelmsford	Pupils on roll	144
Headteacher	Claire Jackman		
Chair of Governors	Alison Skinner & Olivia Smith		
Inspector	Victoria Burgess	No.	2139