

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Eastoft Church of England Primary School	
Address	Yorkshireside Eastoft, Scunthorpe, DN17 4PG
School vision	
<p>At Eastoft CE Primary we provide a safe and inspiring environment in which all can flourish. Our creative and engaging curriculum aims to empower diverse voices and widen horizons. Our shared values and high expectations enable us to strive for our best in all that we do. Our supportive and caring school community values each person, recognises that “I am because you are” [ubuntu], and seeks to help everyone know that they can make a positive contribution to our world.</p> <p>Valuing everyone, inspiring each other, living in God’s love.</p>	
School strengths	
<ul style="list-style-type: none"> • The school’s vision, grounded in the Christian understanding of the value of each person, is at the heart of the school. It inspires decision making by adults, creating an environment where pupils and adults flourish. • The school is a supportive and welcoming community. Guided by the vision, pupils and adults treat each other with great love, care and respect, regardless of difference. As a result, wellbeing and relationships are strong. • Inspired by the vision and the actions of leaders, the school is highly inclusive. Adults use their detailed understanding of pupils, including those with additional needs, to shape the learning for each one. • Collective worship is valued by all members of the school community. It has developed into times of togetherness and reflection that stimulate thoughtful consideration of big questions and ideas. As a result has real impact in school life and supports the spiritual flourishing of pupils and adults. • Religious education (RE) is well led and taught in school, through creative learning opportunities and vibrant discussions. These enable pupils to develop a good understanding of the beliefs and practices of a range of faiths and worldviews. 	
Areas for development	
<ul style="list-style-type: none"> • Embed the language and understanding of spirituality, thus connecting opportunities for spiritual development across school life. • Extend the opportunities for pupils to respond to their concerns for local, national and global issues with practical social action. • Continue to develop and embed the use of assessment and feedback in religious education to extend and deepen pupil learning. 	

Inspection findings

Inspired by its vision, this is a school where everyone matters and is supported to thrive. Consequently this caring and nurturing community is valued by pupils and adults alike, enabling them to flourish with the support of the rest.

Leaders are the embodiment of the 'supportive and caring community', which is itself rooted in Christian teaching and described in the vision. In the vision, this is expressed by the Zulu term 'Ubuntu', meaning 'I am because we are'. Living out this principle, leaders know and care deeply for pupils, families and staff, actively looking for ways to enable their success. Through their modelling and the example of the vision, this love and support is replicated in the relationships and interactions around school. As a result, this is a very welcoming school. Those new to the school, whether staff or pupils, such as those from Ukraine, are embraced by this community to feel they belong. Governors strongly support and promote the school and its vision. They articulate clearly how the vision is lived out in school and how it has shaped their strategic decision making. For example, the school's relationship with their partner school in the Riverside Federation has been used to support the flourishing of pupils and staff. Pupils have participated in a range of activities across schools and the larger staff team has enabled greater sharing of expertise.

This culture of love and care also makes it a highly inclusive school. Respect is a key school value. Pupils actively see themselves as champions of this and enthusiastically celebrate difference among their peers. The learning experience of pupils, including those who have additional needs, is shaped by staff to support them to progress and flourish. Pupils are understanding of the learning needs of their peers and are mutually supportive in the classroom and around school. A rich curriculum provides a wide variety of opportunities to learn. Discussion is a strong element of learning. Pupils learn to share their views effectively and to listen well to those of others. Where appropriate, these discussions go beyond subject content to tackle deep spiritual and ethical questions. However, adults do not speak about these in terms of spirituality to help pupils to recognise this. Pupils therefore find it hard to make links between these discussions and other activities that support their spiritual development, such as collective worship.

Staff recognise and value the strong professional support they receive from leaders. This includes the variety of training accessed and opportunities to take on leadership responsibilities. However, they are also clear that they are valued as people not just for what they contribute. This is demonstrated by the support they receive for their wellbeing from leaders and each other. As a result, there is a strong sense of teamwork and camaraderie. Pupils have well-founded confidence in the adults who teach and look after them, and parents reflect a similar view. For example, one parent stated, "the staff go above and beyond for our children."

In line with the vision, pupils are encouraged to recognise their own responsibility in treating others how they would want to be treated. As a consequence, behaviour is generally good. There are many opportunities for pupils to take on positions of leadership and responsibility. Pupils take these roles very seriously and want to make a positive difference. Through the curriculum and through collective worship, pupils are encouraged to look beyond the school and the local community. They show compassion for the problems and injustices of the wider world, which they encounter in this way. The school has begun to look for ways in which pupils can respond to these with practical social action. However, many pupils are yet to experience these opportunities.

Collective worship plays an important role at the heart of the school and supports spiritual development. Pupils and adults, regardless of their personal beliefs, value it as a time of togetherness and an opportunity to think deeply. Biblical stories are used as a springboard for reflecting upon the values and relationships that permeate the school's community. Issues of

national and global justice and concern are also considered, such as global warming and poverty. There are opportunities for discussion with others, individual silent reflection, and shared words, singing and prayers. To further broaden its impact, pupils experience worship in a variety of stimulating forms. This is supported by a range of creative commercial resources and regular visits of the 'Open the Book' team from a local Methodist Church. In addition, engagement with 'Project Touchline', connecting sport, creativity and worship, has left a lasting impression. This has included some pupils choosing to participate in an on-going pupil-led prayer group.

The RE curriculum is well planned and structured, effectively building pupils' knowledge about a range of religions and worldviews. Lessons focus on key knowledge, but are creative in the ways that pupils learn and embed this knowledge. Pupils enjoy the activities that reinforce learning, whether these are practical or discussion based. Visits, visitors and online resources are used to give pupils first-hand experience of different faiths and perspectives. As a result, pupils are able to talk with good knowledge and vocabulary about the content they have studied. Assessment and feedback are used to support learning in RE. However, the school has been further developing its practice with regards these, as well as pedagogy to support recall. This is having a positive impact where it has been implemented and is now being broadened to further improve RE in all classes. The effectiveness of RE is monitored in a range of ways, including reviewing work and conversations with pupils. This has enabled leaders to identify the improvements they have been working on.

The school and local parish have worked hard developing a strong mutually beneficial relationship. For example, the church supports school in celebrating key festivals in the Christian calendar and the school played a central role in the village's Remembrance Day commemoration. The school also values its partnership with the Diocese of Sheffield, making use of the guidance and training offered by the Board of Education.

"I am because you are" grounds the value of and respect for each individual in school. This creates a community where all seek to inspire each other to be the best that they can be. As a result, pupils and adults flourish at Eastoft.

The inspection findings indicate that Eastoft C of E Primary School is living up to its foundation as a Church school.

Information			
Inspection date	30 November 2023	URN	118043
VC/VA/Academy	Voluntary aided	Pupils on roll	66
Diocese	Sheffield		
MAT/Federation	The Riverside Federation		
Executive Headteacher	Janine Bassindale		
Chair	Teresa Bainbridge		
Inspector	Rupert Madeley	No.	2120