

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St James' and Ebrington Church of England VA Primary School	
Address	Pear Tree Close, Chipping Campden, GL55 6DB

School vision
<p>Be curious, love learning and grow together with respect.</p> <p>Rooted in love, our inclusive school community is safe, warm, and welcoming, with wellbeing at the heart of all we do. Everyone is enabled to be curious, love learning and grow together with respect at our two unique sites. (Based on 1 Corinthians 13: 4-8)</p>
School strengths
<ul style="list-style-type: none"> • Driven by unswerving leadership at all levels the Christian vision and values significantly impacts all aspects of school life. This enables pupils and adults to thrive. • The Christian value of love inspires adults and pupils to work unstintingly for the wellbeing of others. Consequently, staff feel appreciated, and pupils are valued, leading to a school where everyone can flourish. • All members of the school community demonstrate notably high levels of reflection regarding decision making, actions, personal and spiritual development. This leads to a depth of thought that impacts positively on the school's journey. • Working as agents for change is a strength of the school where the vision empowers pupils to act on behalf of others. Working as God's stewards, enables pupils to make ethical choices and promote positive change. • The well led religious education (RE) curriculum is creative and engaging. It builds on prior learning using accurate assessment and high-quality teaching. This impacts positively on pupil confidence when describing the core concepts in RE.
Areas for development
<ul style="list-style-type: none"> • Develop opportunities for pupils to engage in collective worship so they enhance their understanding of their own spiritual growth. • Share the inspiring practice in RE with a wider range of schools, to lead innovation across the diocese.
Inspection findings
<p>At the very heart of St James' and Ebrington School is the Christian vision rooted in love. It is shared and truly owned by all. The entire school community contributes to the development of the vision resulting in a sense of ownership and deep understanding. The golden threads of curiosity, love and respect stem from a profound understanding of the examples of Jesus. These weave through activities and policies leading to a demonstrable sense of acceptance and love for the whole school family. The vision therefore inspires courageous decisions that empower adults and pupils to bring</p>

about meaningful change. The introduction of 'Chatty Tuesdays' and wellbeing days are examples of how vision decisions build school-wide trust and strong relationships. Governors and leaders of the North Cotswold Schools Federation Trust (NCSF) play a pivotal role in monitoring the vision. The Trust vision entwines naturally into the school's ethos, ensuring naturally shaped strategic direction. This has made a significant impact on school improvement and flourishing of all.

The broad and ambitious curriculum is a vehicle for delivering the vision strands of love, curiosity, and respect. Activities such as Forest School and off-site team building days bring about personal growth in confidence and independence. Furthermore, these pursuits intrinsically help develop pupils' spiritual understanding. Unswerving care is taken to enable vulnerable pupils and those with special educational needs and/or disabilities (SEND) to make progress from their starting points. This is successfully achieved through exceptional pastoral structures such as nurture groups and the 'Rainbow Room' sessions. The breadth of offer and provision for families results in renewed hope and aspiration for the future. Parents are kept well informed of their child's progress and feel fully involved in key decisions. This results in strong relationships built on trust. Pupils' positive feedback demonstrates they feel ownership of their learning through use of a topic 'landing page'. Working co-operatively with their teachers leads to enhanced success.

Spiritual flourishing is prominent at St James' and Ebrington school. The vision encourages curiosity, whilst reflection is embedded in all areas of school life. Key components leading to excellent spiritual growth include a carefully planned curriculum. Extended activities such as trips to Sandfield Farm or 'Experience Easter', coupled with visitors from a range of faiths enable pupils to think beyond themselves. Reflection areas in school offer spaces to pray or be still. This supports pupils' personal journeys of spiritual growth.

Invitational and inclusive worship is a rich blessing for the entire school community. Pupils and adults explain that worship unites them as a school family. It nourishes them and offers a time to reflect and refresh. Pupil leaders are fervent in their planning and evaluation of worship and strive to make gatherings meaningful. They use the structure of inviting, engagement, responding and sending out. However, pupils' engagement to deepen their own spiritual development is currently limited. Links with local church communities provide enrichment through praise and vibrant resources. Pupils enjoy worship by the church youth worker who uses video clips to make worship lively and relevant. Pupils take away key morals such as using kind words to build friendships. They are inspired to think about and act on Bible teachings so that worship makes a positive difference in their lives.

There is high staff morale in school due to the 'love from above', inspired by leaders looking to the vision. This encourages them to work unstintingly for an equitable school culture. Inclusivity is modelled with pupils, leading to respect and tolerance when new pupils are welcomed. Staff are supported spiritually through prayer and reflection times and know they are valued through the staff 'shout out board'. They believe that asking for help is empowering and not negative. Pupils also speak of knowing they are loved and cared for. This establishes constructive staff/pupil relationships and is a testament to the vision being lived out. The impact of this is also reflected in the 'buddy bonds' between older and younger pupils. Pupil peer mediators make good use of the vision inspired behaviour policy to ensure playtimes are rewarding social times. Restorative conversations, within solution circles, are used by pupils to cement relationships. These actions make a significant contribution to the positive behaviour in school and demonstrate the vision in action. Through surveys and pupil voice exercises, Trust members and leaders monitor wellbeing regularly. They are relentless in their pursuit of ensuring pupils and staff in their family of schools flourish.

Leaders and staff model being agents for change to the school community. The strong culture of the vision inspires pupils to respond passionately to the needs in the locality and in the wider world.

Using their knowledge of parables and stories from the Bible, pupils understand they can make changes through small actions. The Archbishops' Young Leaders Award encourages activities such as community service. Collecting items for the food bank demonstrates pupils' compassion and responsibility towards others. The school council's promotion of healthy snacks and a pupil creating a wellbeing club shows how pupils make impactful ethical choices. The trust and other leaders create a culture of responsibility in school, growing pupils' confidence to act upon the vision. Shared services such as Harvest and Easter provide opportunities for a common purpose of shared love. Consequently, relationships with local churches are growing and families worship together.

A creatively shaped and inspiring RE curriculum is enthusiastically implemented by staff. RE is planned effectively to be engaging, and balancing teaching Christianity with an array of world faiths and world views. This results in opportunities for pupils to learn about the diverse nature of living in modern Britain and the importance of respect. The promotion of learning core theological concepts extends their depth of knowledge. Professional development, delivered by the RE lead and the diocese, grows confidence in teaching styles to a range of pupils' needs. Those who have talent in RE but difficulties with writing are enabled to achieve well. Early Years floor books highlight a range of thoughtful activities such as drama and crafts. Key concepts are therefore taught in a fun way. Sparked by 'pink for think' marking, individual books demonstrate thoughtful reflection on their feelings of themes taught. Carefully selected resources, including visits and visitors, ensure pupils have broad learning experiences. Sharing the exceptional RE practice further afield has yet to be fully implemented.

Well-embedded RE resources and high-quality teaching strategies result in high pupil motivation. Pupils are curious and ask challenging questions. Consequently, their lively discussions result in a deepening of knowledge leading to more pupils achieving high standards. Ongoing, meaningful marking, feedback and assessment determines the next steps in learning. Links are therefore easily made between current and prior learning. Vulnerable pupils are also confident to express their ideas, facilitating timely progress.

The inspection findings indicate that St James' and Ebrington Primary School is living up to its foundation as a Church school.

Information			
Inspection date	22 May 2024	URN	149257
VC/VA/Academy	Academy	Pupils on roll	145
Diocese	Gloucester		
MAT/Federation	North Cotswold Schools Federation MAT		
Head of school	Georgina Holder		
Chair	Mark Coups		
Inspector	Carol Dougill	No.	2116