

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

### Edenham Church of England Primary School

School Lane, Edenham, Bourne, PE10 0LP

<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Lincoln</b>
Previous SIAS inspection grade	Good
Date of academy conversion	1 October 2016
Name of multi-academy trust	Lincoln Anglican Academy Trust
Date of inspection	30 November 2016
Date of last inspection	23 November 2011
Type of school and unique reference number	Academy
Headteacher	Kris Radford-Rea
Inspector's name and number	John Gibbs - 818

#### School context

Edenham Primary School is a smaller than average rural primary school serving the village of Edenham and neighbouring villages. The number of pupils in receipt of pupil premium and the percentage of ethnic minority children is below average. Almost all pupils come from White British backgrounds. The proportion of children with special educational needs and disabilities is below the national average. The school has a close relationship with the local parish church. The school converted to academy status on 1 October 2016. At the time of the inspection the school had not received its unique reference number.

#### The distinctiveness and effectiveness of Edenham as a Church of England school are good

- Christian values are understood, shared and lived out on a daily basis underpinning effective teaching and learning experiences for all pupils,
- Collective worship is important in the school but the pupils' involvement can be improved in its planning, delivery and evaluation.
- The positive and nurturing Christian environment has a major impact on pupils' spiritual, moral, social and cultural (SMSC) development though the school development planning of Christian distinctiveness could be more systematic.

#### Areas to improve

- Incorporate plans for evaluating the impact of distinctiveness and effectiveness of the school as a church school within school improvement plans to ensure greater strategic cohesion between these areas.
- Ensure the school has a strategic plan for developing staff and governors in order to increase their effectiveness as leaders in the church school context.
- Enhance the role of the School Council so that pupil voice is more effective in delivering and evaluating school worship.

### **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

This is an exceptionally happy and caring school where explicit Christian values of respect, compassion love and friendship are deeply embedded within every aspect of school life. These values are lived out by pupils who relate them with stories in the Bible and the life of Jesus in a knowledgeable and impressive manner. The values fully reflect the school aim, 'To provide opportunities for all to explore and experience spirituality as individuals and as a school community.'

Pupils readily articulate the way that Christian values underpin their daily lives and achievements. For example, one pupil gave an excellent illustration of how they used the school value of love and friendship to solve a playground dispute between two friends. Relationships between all members of the school community are exceptional. Staff and children respect and value each other highly. As one pupil said, 'It doesn't matter what your opinion is you are always listened to.' Parents are extremely positive of the school's distinctively Christian ethos and its inclusivity. One parent said, 'The teaching and support staff here are very friendly and the relationship with the church enhances what the school offers and teaches the children important Christian values.'

Pupils are well supported both academically and pastorally within a very positive environment underpinned by good quality teaching and learning experiences. The increasing level of attendance and relative lack of exclusions are the result of positive encouragement and high behaviour expectations as evidenced by discussions with pupils and staff. The school makes effective use of its environment to celebrate its Christian foundation and to nurture the spiritual, moral, social and cultural (SMSC) development of pupils. Examples include classroom and hall displays of the school's Christian values. A reflection garden has been developed in the school grounds and this is used regularly and greatly valued by the pupils.

Visits to different places of worship help to broaden the pupils' understanding of diversity and they have an impressive knowledge of Christianity as a multicultural worldwide religion. Religious education (RE) makes a major contribution to pupils' SMSC development by supporting their knowledge of Christianity and the other major world religions. Pupils are motivated to support and fundraise for a wide range of charities at a local, national and worldwide level. One child said, 'It is important to raise money for charity and help other people. It's fun and makes you feel good inside.'

### **The impact of collective worship on the school community is good**

Worship plays an important part in the life of the school. It is a joyful occasion when the whole school joins together in celebration and prayer in the school hall. Worship frequently incorporates Bible stories that deliver themes linked to the school's values. Pupils describe the impact of these worship themes with positivity. They are enthusiastic about the variety of collective worship experiences provided by the school and enjoy singing an extensive number of hymns.

There are a range of worship styles led by various staff members, local clergy and outside speakers. This contributes to the children's understanding of different Christian traditions in worship and the seasons of the church's year. Additionally, the celebration of Christian festivals enhances the worship programme by developing an understanding of Anglican tradition and practice. Pupils are aware of the Trinity and are able to speak about God as Father, Son and Holy Spirit with a fair degree of understanding. One pupil said that, 'The Holy Spirit is that part of God who is always with you on the inside and is there to help you when you need him.'

There is a very strong relationship between school and local church. This is appreciated by children and parents who value the regular opportunities to attend school acts of worship in church. Pupil's attitude to prayer is respectful and positive. They know a variety of prayers and make regular contributions to acts of worship. Pupils have some opportunities to be involved in worship; it is not yet outstanding because the extent to which they regularly plan, lead and evaluate worship is less well developed.

Collective worship is effectively monitored by foundation governors with the headteacher and collective worship leader. Opportunities for reflection are developing well; there is a prayer garden in the school grounds and children regularly write prayers contributing to a class prayer book and school prayer tree. These all help to develop pupils' understanding of the value of personal prayer as a key part of their own spiritual journey.

### **The effectiveness of the leadership and management of the school as a church school is good**

The headteacher, senior leaders and governors effectively promote a vision for the school based on distinctively Christian values. They are effective in promoting the continual development of the school's Christian ethos which has continued to improve since the last inspection. The vision is clearly expressed in documentation although the school improvement plan does not have a dedicated section on church school distinctiveness. Nevertheless RE and

collective worship are seen as key areas for development and improvement.

The headteacher, senior leaders and governors demonstrate active Christian leadership in their work and this has a major impact on the well-being of the whole school community. Leadership is not yet outstanding because the school does not have a strategic plan for developing the staff and governors as church school leaders and evaluation strategies on the overall effectiveness of the school as a church school are not embedded.

Parents and pupils are exceptionally positive about relationships within the school. The school's Christian vision impacts positively on the standards of behaviour and achievement in the school. The quality of the partnership between the school and the local community is very good and this is realised by the pupils' understanding of local, national and global communities. The partnership between the school and the local church is a major strength.

School self-evaluation is realistic leading to effective improvement strategies which meet the needs of pupils in all areas. Collective worship and RE meet statutory requirements. They contribute effectively to pupils' understanding of Christian values. The areas for improvement of the previous inspection have been met in full.

SIAMS report November 2016 Edenham CE Primary School, School Lane, Edenham, Bourne, PE10 0LP