

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Eyam Church of England Primary School

Address	Church Street, Eyam, Derbyshire		
Date of inspection	11 June 2019	Status of school	Voluntary Controlled Primary
Diocese	Diocese of Derby	URN	112816

Overall Judgement	Grade	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgement		
The impact of collective worship	Grade	Good

School Context

Eyam Church of England Primary School currently has 66 pupils on roll. The school has a very low level of religious and cultural diversity and no pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The current headteacher has been in post for three years. The school was judged to be good by Ofsted in February 2018.

The school's Christian vision

Let your light shine

'Our vision is to be a vibrant and thriving community of responsible and resilient learners who let their light shine as we work together, using critical thinking skills to achieve more and celebrate each other's success through a culture of respect.'

Key findings

- The school has a clear and effective vision which is shared and valued by the whole school community and this is lived out each day.
- The vision has enabled pupils to explore injustice and inequality and pupils show concern for others and want to make a difference.
- Spiritual development is evident and children are encouraged to reflect, however, the school does not yet have a whole school understanding of spirituality.
- School and church are supportive of one another and work together to forge partnerships which reflect ethical and global issues in line with the school's vision.
- RE lessons are predominantly enquiry based and pupils have developed critical and analytical skills. However, pupils are not fully challenged through this approach in all areas of RE.

Areas for development

- Develop a whole school understanding of spirituality so that all members of the community, including pupils can clearly articulate what spirituality is.
- Embed the use of the Understanding Christianity resources to foster in depth enquiry skills in order to provide more challenge.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Eyam Church of England Primary School has developed a Christian vision which is clearly articulated by all members of the school community. One governor explained that 'Let your light shine' is about being a 'blessing to others' and this is clearly evident through the range of charities and local fund raising activities the school supports. Leaders talk confidently about the importance of having a vision which is fully inclusive. The school ensures that pupils thrive as each pupil is cared for individually as one of God's children and governors talk of support the school has given to specific pupils with additional needs. The school has a clear ethical ethos of welcoming all pupils with disabilities and learning difficulties, and by being inclusive of different faiths and backgrounds. Policies and plans reflect the school's vision, focussing on character development and the 'whole child' ensuring that children are nurtured and flourish. Recommendations from the previous inspection report have been addressed and this has led to improved practice across the school. The relationship between school and church is strong and sustainable and together they live out the school vision and provide opportunities for the children which enhance pupils' learning. An example of this is the excellent work the school and church have done together to support a school in Africa.

The school's curriculum meets the needs of all learners. Academic progress is above average for Key Stage 2 pupils including pupils who have special educational needs and disabilities (SEND). The vision strongly impacts on the curriculum and extra-curricular activities and this has led to a broad range of different opportunities, including sports, giving pupils a chance to shine. The recently developed outdoor space is an excellent example of this, giving children a greater range of activities during playtime and lunch time as well as fostering pupils' spirituality. Spiritual development is evident throughout the school and children are encouraged to reflect. However, the school does not yet have a whole school understanding of spirituality. Leaders have successfully ensured that the curriculum encourages a respect for difference, diversity and ways of living. Pupils talk clearly about the importance of learning about other faiths in order to live together harmoniously and they are confident in expressing their views. Pupils are encouraged to develop curiosity through questioning and exploration of ethical issues and this has led to social action projects and raising awareness of local and world issues. The whole school community, including the church, are deeply supportive of social action projects the pupils undertake, for example raising awareness of plastic in the ocean and putting steps into place to reduce the use of plastic in school and homes. Pupils are able to challenge injustice and inequality and independently they seek to make a difference by raising money for local concerns or by making the whole school community aware. Religious education (RE) and collective worship are the driving forces for courageous advocacy and pupils are highly motivated to make a difference. Parents are without doubt inspired by their own children and work enthusiastically with the school to make a difference.

The Christian vision and associated values ensure that relationships between all members of the school community are supportive. Pupils behave well and there are very few incidents of bullying at the school. Pupils are encouraged to take responsibility for their own actions and circle time and personal, social, health, citizen education (PSHCE) provide opportunities for pupils to explore different points of views including issues such as getting on and falling out. Leaders have ensured that there is good support for mental health and all staff have received training. The school has a range of effective strategies in place to support good mental health for pupils including prayer, extra sports and mindfulness. Staff and pupils are well supported and have many opportunities to participate in school decisions.

Collective worship is invitational and enables pupils and adults to flourish. Pupils have the opportunity to experience prayer, stillness, worship and reflection through a variety of experiences including visits and worship outdoors. The school uses prayer effectively to think about local needs and families and pupils can clearly articulate the value of prayer in their own lives, stating 'It is a way of talking to God.' Pupils regularly encounter the teachings of Jesus and the Bible and they can talk confidently about the Trinity, making clear connections to Pentecost. Pupils regularly plan, lead and evaluate worship. The collective worship team, consisting of three Year 6 girls, take full responsibility for the daily organisation of worship which includes taking photos and ensuring evaluations are completed. The clergy effectively support worship and are frequent visitors to the school. Pupils clearly enjoy these visits and are actively engaged in worship. The school often uses Eyam Church for end of term services and for special occasions and this provides further opportunities for pupils to plan and lead worship. These services are well attended by parents and members of the church community and parents hold the local vicar in high regard and this supports the strong relationship between school and church.

Religious education is effective in ensuring that the school's Christian vision is expressed. The school has a broad and balanced RE curriculum that makes links to Christianity as a living world faith in modern day life. Displays of

national and local events and disasters reinforce this. Pupils have a good knowledge of a range of major religions and they are encouraged to make comparisons between these and Christianity in their lessons. RE lessons are predominantly enquiry based and pupils have developed critical and analytical skills. However, pupils are not fully challenged through this approach in all areas of RE. Pupils of all abilities are well engaged in lessons and talk enthusiastically about their learning. The headteacher, staff and governors engage in regular professional development which has clearly impacted on school improvement. One governor has delivered training to the full governing body on the Understanding Christianity frieze, ensuring that all governors are aware of how this resource aids the curriculum. Staff are supported in the delivery of RE and the dedicated headteacher has ensured that new ideas are shared in order to improve practice.

Headteacher	Oona Gilbertson
Inspector's name and number	Sarah Briggs
Quality assurance	Alison Brown