



National Society Statutory Inspection of Anglican and Methodist Schools Report

Eckington Camm's Endowed Voluntary Aided Church of England Primary School

Camm's Close
Castle Hill
Eckington
S21 4AU

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Derby

Local authority: Derbyshire

Dates of inspection: 3 December 2015

Date of last inspection: 13 October 2010

School's unique reference number: 112882

Headteacher: Tim Cocking

Inspector's name and number: John Horwood NS177

School context

Eckington Camm's Endowed Voluntary Aided Church of England Primary School is an average-size primary school on the edge of the village. The headteacher and the deputy headteacher are recent appointments but both were previously teaching in the school. The Rector is also a recent appointment to the parish and has joined the governing body. This popular school has 216 pupils on roll; most are from White British backgrounds. The school is close to the Church of St Peter & St Paul.

The distinctiveness and effectiveness of Eckington Camm's Endowed Voluntary Aided Church of England Primary School are good

- The excellent partnership between school and church leaders successfully ensures that the Christian values have a significant impact on every aspect of school life.
- Pupils' spiritual, moral and social development is excellent and explains why staff, governors and parents identify the pupils as being the 'special feature of the school'.
- All staff work together to support the leaders' vision for the school and good teaching ensures that pupils make good progress within a Christian environment.
- Religious education and collective worship are given a high priority in the school. Both are well-managed and the impact on pupils is rising.

Areas to improve

- Embed the new religious education curriculum across the school and develop effective ways of assessing attainment.
- Increase pupils' understanding about God as Father, Son and Holy Spirit throughout the school.
- Increase opportunities for pupils to visit different communities and places of worship of other faiths and Christian denominations in order to give them a greater understanding of other faiths and of Christianity as a world-wide faith.

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

The Christian character of the school is clearly identified on the school website and around the school. The headteacher has a clear and determined vision to sustain an environment where his strong belief in Christian values supports and encourages every pupil. This focus is evident in the excellent relationships throughout the school and the friendship and teamwork demonstrated by all adults associated with the school. For example, parents, staff, governors and church leaders were all involved in preparing for the Christingle service to make it a memorable and enjoyable occasion for the pupils and their families. The Christian values are clearly identified on, and shared with the community through, the school website. There is a focus on a different value each half-term with 'hope' being the value at the time of the inspection. The clear identification of the values throughout the pupils' school life ensures that all aspects of their well-being and development are well-supported. For example, the values of love and care permeate the whole school and are reflected in the excellent relationships. Pupils work and play together within a caring and happy atmosphere enabling every pupil to achieve well in both their academic and personal skills. Pupils say that everyone behaves well in the school and say that this is because it is a 'church school'. The Christian character of the school motivates pupils to attend regularly and has led to the ongoing rise in attendance. Pupils who had recently joined the school were adamant that this is vastly different to their previous schools and that they are now able to learn much better and are much happier. All aspects of pupils' spiritual, moral, social and cultural development are outstanding and are supported by the priority given to opportunities for prayer and reflection around the school and by the religious education (RE) curriculum. RE plays a major role in determining the Christian character of the school and pupils talk confidently about prayer and religion both in lessons and to adults around the school. Pupils are excited, challenged and learn well about Christianity in RE; the curriculum also makes a good contribution to developing pupils' understanding of other faiths and of diversity. However, whilst there have been some recent good examples, there are not enough opportunities for pupils to have direct contact with other faith communities. A recent questionnaire showed that parents are extremely supportive of the school and of the headteacher; results also showed that parents agree that Christian values permeate school life and that both RE and collective worship are important, beneficial elements of the provision.

The impact of collective worship on the school community is good

Collective worship is seen by both pupils and adults as an important part of the school day. Adults attend regularly with at least one adult associated with each class present each day. Collective worship usually takes place in the school hall. The new Rector takes regular services in the school and pupils attend services in the church for special days and Christian festivals. All acts of worship are inclusive and are made exciting and actively involve pupils throughout the worship. The collective worship leadership team helps with organising worship and all pupils have the opportunity to write prayers for the 'prayer tree' which are read out during the worship. The impact of collective worship on pupils is demonstrated by their enthusiasm to join the leadership team which also supports prayer opportunities during the day. In addition to spaces within classrooms for individual prayer a mobile prayer room is created for a two-week period each term. Pupils are extremely proud of this room and how they can support other pupils through both prayer and Christian values when they are experiencing difficulties or have worries. The way they have been inspired to take on these responsibilities demonstrates the high level of their own spiritual and moral development and their ability to support others through their confident and sensitive approach to prayer. Collective worship is well planned and is effectively linked to Christian values and to stories in the Bible which help pupils relate the Bible to every-day life situations. There are frequent references to God and to Jesus. Services in the church help pupils understand Anglican traditions. Pupils explained how visitors, especially the Rector, and activities within worship make the worship memorable. However, they do not have the opportunity to visit or learn about churches of other denominations. The monitoring of the impact of collective worship and feedback to the governing body is through

regular verbal communications and direct observation. This information is supported through questionnaires to pupils and parents. Learners are aware of God as Father, Son and Holy Spirit and are beginning to develop a greater age-appropriate understanding.

The effectiveness of the religious education is good

School records and pupils' work show that most pupils make good progress from their individual starting points in RE. By the time pupils leave the school the attainment of most pupils is at least in line with the national expectations. Strong and dynamic leadership of the subject ensures that teaching is good. Lessons are made challenging and interactive which in turn make them enjoyable so that pupils are motivated. Teachers set high standards, including in the presentation of work. There is a cross-curricular focus on pupils' writing to ensure that pupils maintain and develop their writing skills in RE. Teachers are well-supported by the subject leader who has an up-to-date knowledge of current developments. He ensures that the RE provision meets the current requirements including the allocation of time. Excellent links are in place with the school's Christian values. RE provides a significant impact to pupils' spiritual, moral, social and cultural development. The new assessment system is currently being further developed to improve the monitoring of progress as pupils move through the school. The subject leader ensures that the teaching methods enable pupils to develop a range of high-level skills to help them explore and evaluate their understanding of how religion supports believers. Pupils have a secure knowledge of Christianity as well as the main factors about a range of other faiths. At present, pupils are not given enough guidance about the various Christian denominations in Britain.

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

The headteacher is passionate about the part that Christian values play in supporting every pupil both academically and with their life skills. Other school leaders, staff, governors and church leaders share his vision and provide strong support for this church school. They have only been together for a short period of time but are working extremely well to further develop the links between the school and the church community for their mutual benefit and in particular for the pupils. For example, the Rector plans to have a notice board in the church to keep the parish informed of school events and successes. Foundation and other governors visit the school regularly to observe collective worship and meet with pupils and staff. Leaders ensure that the Christian character of the school supports pupils' well-being and their personal development. The headteacher has a very open style of leadership and pupils, staff, governors and parents are all kept informed about the school and consulted. Pupils' and parents' views about the school as a church school are collected through questionnaires and the information used for future planning. Leaders give very high priority to the school being an effective church school and it is a regular item discussed at meetings of the governing body. Leaders have a secure and accurate understanding of the school's performance and distinctiveness. Good progress has been made on the issues identified in the previous inspection although there have been significant changes in leadership since then. As a result of the changing requirements in the RE curriculum the appropriate assessment systems are not yet embedded. Strong links with the church have been maintained during the transition of leaders at both places and the inspection evidence suggests the impact of the partnership is poised to rise further. The self-evaluation of the school as a church school is accurate and is fully supported by the inspection evidence. The school has benefited from training opportunities through the diocese especially in respect to RE and collective worship. The training available through the diocese has also helped staff become skilled for leadership roles in the future and both the headteacher and the deputy headteacher have been promoted from within the school. RE and worship meet the statutory requirements.