

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

<b>The Elton Church of England Primary School of the Foundation of Frances and Jane Proby</b>	
Address	School Lane, Elton, Peterborough, PE8 6RS
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
<p>We believe that an individual can only ever achieve their God-given potential if they feel safe, happy and loved. To bring our vision to life, we have created a nurturing Christian environment, open to all and rooted in love so that all may flourish.</p> <p>"Love one another as I have loved you" John 13:34</p>
Key findings
<ul style="list-style-type: none"> <li>Relationships are a palpable strength of this deeply Christian, happy and forward-looking community. The Christian vision is firmly embedded and permeates all aspects of school life. However, systems to evaluate its impact are not in place.</li> <li>The Christian vision impacts positively upon the curriculum and wider provision. As a result, adults and pupils are empowered to be aspirational, fulfil their potential and flourish.</li> <li>There is a deep and nourishing understanding of spirituality and mental wellbeing that permeates the school community. This allows all to reflect on the meaning of life.</li> <li>Collective worship, is valued, biblical and affirming and influences the lives of both pupils and staff, enabling them to flourish. Worship is enriched by opportunities for leadership by pupils. However, not all pupils have the opportunity to plan, lead or evaluate collective worship.</li> <li>Provision in religious education (RE) is effective and supports the vision. However, the new assessment system is not embedded to enable progress to be robustly evaluated.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>Establish a more systematic and rigorous process for monitoring and evaluating the impact of the school's Christian vision. This is to enable a more coherent approach to Church school improvement.</li> <li>Increase pupil involvement in collective worship so that they plan, monitor and evaluate it in ways that lead to improving practice.</li> <li>Embed assessment systems in RE so that teachers can evaluate more effectively how well pupils are learning.</li> </ul>



## Inspection findings

Elton Church of England school is a welcoming community where staff, pupils, governors and parents value and highly respect each other. At its heart is its Christian vision. Carefully and collaboratively developed, it ensures that both adults and pupils step forward together and are encouraged to “love one another as I have loved you” (John 13:34). The headteacher is a role model to the school community, fully embodying and living out the Christian vision. The school thrives through mutually beneficial partnerships across the community and beyond. As a result, all flourish because positive relationships are lived out within the day to day life of the school.

The overall impact of the school's Christian vision is at the heart of strategic decisions. It is evident in policies and informs school improvement plans, which in turn are seen in practice. Governors emphasise the caring, family ethos that this creates. However, they are less specific when expressing the impact of the school's Christian vision. There are few structured systems in place for monitoring and evaluating the vision. The school engages well with the Diocese of Ely. Staff and governors have benefited from diocesan support and training. This has enabled the school to keep informed of current thinking and developments in Church school education. The clergy and governors play an active part in the school and know the school well.

Relationships between members of the school community are strong. Staff praise the support provided by leaders. They feel valued and listened to. They give practical illustrations of when steps have been taken to consider work life balance and wellbeing.

Reflecting the school's vision, the nurture of pupils, families and staff is central to the school's practice. Leaders have put in place effective programmes to support all pupils, demonstrating that each child is unique. Careful monitoring of pupils' mental health and wellbeing has enabled the staff to respond promptly to pupils' anxieties. A focus on building resilience and the establishment of nurture groups fosters positive pupil behaviours and engagement with learning. The outdoor area known as the “Sanctuary” provides a quiet reflective space. Adults and pupils speak positively about it providing them with time to “be still”. Pupil leadership roles, including peer mentors and buddies, develop pupil self-worth and a happy and safe community. The school's welcoming and open ethos has helped establish positive relationships with parents.

The enquiry-based curriculum is planned around stimulating and enjoyable learning experiences. The school's Christian ethos underpins behaviour management through a therapeutic approach. Characterised by respect and a care for others, behaviour is very good. Pupils articulate this as a consequence of them living out their school values. They demonstrate high expectations of themselves and their peers, resulting in a happy and supportive learning environment. Diversity and differences are celebrated and a breadth of books and resources are available which illustrate this. Opportunities for spiritual development are identified across the curriculum. This enables pupils to reflect on the world, themselves and others.

Spiritual, moral, social and character development are embedded into the curriculum. Big questions are a significant feature of lessons. They enable pupils to develop a deep understanding of issues and inequalities. This is evidenced in “Homework Matters” where pupils are encouraged to think about the importance of making the world a better place. The vision and values of the school are reflected in the small acts of kindness and service to the local and wider community. These acts make a positive contribution to society. They are proud of their achievements in fundraising activities that involve self-sacrifice. Many pupils



explained how involved they were in supporting the “Love The One” charity in India. This allowed them to take actions to challenge social injustice. Pupils are encouraged to consider how their talents and time can make a difference to people’s lives.

Collective worship is important to this prayerful and spiritual community. It is one of the heartbeats of the school. Worship is invitational and inclusive of all. Following Anglican traditions, pupils learn the rhythm of the church year and know the colours associated with each season. Visits to the church take place for major Christian festivals. This ensures pupils understand the significance of them and their relevance to faith in today’s world. The Christian values are celebrated during collective worship. This has inspired pupils to act as courageous advocates, both locally and globally, and is a starting point for positive change. Parents, staff, and pupils speak of its importance in holding the community together through the most challenging periods. Pupils chosen as worship leaders enjoy their involvement in ensuring that worship is meaningful and reflects the breadth of the Anglican traditions. However, more opportunities for pupils to be involved in preparing, leading, and evaluating worship would develop their leadership.

Religious Education (RE) reflects the Christian vision of the school. High-quality planning from the diocese coupled with the Understanding Christianity resource results in RE which reflects the Church of England Statement of Entitlement. Special RE days and trips to different places of worship emphasise the high priority given to the subject. Teachers use an enquiry-based approach, planning lessons around big questions. These stimulate deep-thinking discussions and reasoning. Staff are well supported by leaders to teach RE effectively. Pupils enjoy challenging lessons, learning about world religions and worldviews. Pupils produce work of a high standard and are proud of their achievements. Displays promote critical thinking, celebrate religious diversity, and heighten the profile of the vision. A range of monitoring activities, including book scrutiny and learning walks has helped in the formation of an action plan to support the development of the subject. Leaders recognise that new assessment systems in RE are still evolving.



	The effectiveness of RE is		Good	
	<p>Teaching and learning is good overall. As a result, pupils produce work of a high standard. Pupils enjoy RE, responding creatively to their learning as well as through discussion and writing. Leaders monitor books so that standards are consistently high and as a result, pupils make at least expected progress. The balanced RE curriculum, following the Emmanuel Project and the resources of Understanding Christianity, ensures that pupils gain broad understanding and knowledge.</p>			
Information				
School	The Elton Church of England Primary School of the Foundation of Frances and Jane Proby	Inspection date	3 July 2023	
URN	110847	VC/VA/Academy	Voluntary aided	
Diocese/District	Ely	Pupils on roll	141	
Headteacher	Claire Arnold			
Chair of Governors	Steve Turner			
Inspector	Rachael Hutchinson	No.	2235	