



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Eynesbury Church of England Primary School

Montagu Street, Eynesbury

St Neots
PE19 2TD

Previous SIAMS grade: I

Current inspection grade: I

Diocese: Ely

Local authority: Cambridgeshire

Dates of inspection: 19 May 2015

Date of last inspection: 12 July 2010

School's unique reference number: 110820

Headteacher: Helen Rouse

Inspector's name and number: Marion Betts 220

School context

Eynesbury School is a one form entry school for pupils aged 3 to 11 years. It serves the community of Eynesbury within the town of St Neots. The proportion of pupils eligible for free school meals is below national average as is the proportion from minority ethnic groups. About a fifth of pupils have special educational needs. The school achieved the improved grade of Good during the recent Ofsted inspection. Since the last church school inspection there has been a change of rector at the parish church. The church is almost adjacent to the school.

The distinctiveness and effectiveness of Eynesbury Primary as a Church of England school are outstanding.

- The very effective leadership of the headteacher promotes the strong Christian vision and values of the school which ensures that policy and practices which enhance the church school distinctiveness, are fully embedded within school life.
- A very strong emphasis is placed on the overarching Christian value of "Respect" which ensures an effective school ethos of care and support for each other which positively impacts on the well-being of all.
- The significantly improved, strong and pro-active partnership between the school and the church ensures the whole community understands the distinctiveness of the school as a church school.
- Christian values are known well and understood by all pupils who strive to live by them and this has a very affirmative effect on their personal, spiritual, moral and social development.

Areas to improve

- Increase the opportunities for pupils to be involved in planning and leading their own acts of worship so that they take more ownership of this important activity.
- Evaluate the impact of collective worship on pupils through the use of pupils' views so that their ideas can influence future vision and development.

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

The culture of school life is built around the overarching Christian value of "Respect" with this and 18 other Christian values taught through collective worship and more widely in school, one way being through the use of story. The value of the month is explicitly identified as Christian and linked clearly to Bible stories and also to the prominent central inter-active display. For example for the current value of "Trust" pupils can make a response by recording in sand a word that they feel is linked to this value. Pupils are able to articulate how learning about the value of "Wisdom" has impacted on their improved behaviour and on the choices they make. The value of "Thanksgiving" was linked to the Bishop's Lent Challenge and all pupils composed letters of thanks. During behaviour management, staff highlight the school's values of "Respect and Forgiveness" as part of their promotion for restorative justice. This often results in both explicit and implicit "Respect agreements" between pupils. Staff use 5R values, some of which are identical to the distinctive Christian values, during their encouragement to pupils to develop their learning to the full. By this the school's Christian character has contributed to the recent improvement of academic standards. A very high proportion of pupils make at least expected progress and an increasing percentage make better than average progress in the core academic subjects. Pupils from a range of different vulnerable groups make at least expected progress due to being given appropriate academic and pastoral support. By one of the 5Rs being "Reflectiveness" pupils are encouraged and given time for reflection throughout all curriculum learning. The high quality of music, singing and art produced by pupils allows them many opportunities for self-expression. Pupils willingly undertake responsibilities and are particularly dedicated to their roles as peer mediators for which they are given a thorough training and which facility other pupils appreciate and use. These factors all demonstrate that the school's Christian context supports pupils' spiritual, moral and social development very well. The "Respect" value is demonstrated very effectively through pupil and adult relationships. The school is characterised by close team work and praise used effectively. Pupils' achievements are recognised and celebrated. Pupils are interested in learning about diverse cultural and other faiths' communities and are keen to talk about their knowledge of African culture gained from the visiting children of an African choir and other faith and other Christian denominations traditions learnt through visiting their places of worship. Through pupils' enjoyment and respect for learning about other beliefs; through the reinforcing of the messages shared in collective worship; through an increased and stronger emphasis on learning about and from Christianity as well as by the appreciation of pupils for the opportunities to discuss "Big Questions" by sharing each other's ideas and opinions. RE contributes extremely well to the Christian character of the school.

The impact of collective worship on the school community is good

Collective worship (CW) is regarded by the whole school community as an important part for all of each day and pupils and staff acknowledge it as being the main way the school community derives and understands its value system. Bible stories are used for illustrating the Christian origins of these values. The words of the hymns connect well to the CW theme and pupils' enthusiastic and high quality singing aids the effectiveness of the worship experience. Themes for CW are also planned around the Christian calendar. Worship has a set pattern of liturgical experiences. Eucharists are held regularly in school to which parents and the church congregation are invited. Through these factors, together with the weekly CW leadership of

the local rector, pupils are gaining a very good understanding of Anglican traditions and practices. Pupils contribute to the worship music, often through the handchimes group, and are involved in the presentation of worship. A group of pupils, supported by the rector, plan the communion service, which on the last occasion was based on the value of “forgiveness”. Participation of pupils more widely in planning worship is limited. Pupils articulate clearly their learning about God and Jesus and through recent work and discussions are becoming more aware of the part the Holy Spirit plays in Christian belief. Staff training has included theological discussion around the role of the Holy Spirit and this has resulted in raised staff awareness and confidence in talking about this aspect of Christian belief. A pictorial representation of the Trinity is displayed in each classroom. Pupils experience different styles of worship through the variety of leadership of senior teachers, Christian visitors and Christian groups. Pupils are given opportunities to develop their personal spirituality through the CW reflection time and through composing prayers used during worship. Pupils are beginning to understand the importance of prayer within the Christian life of the school and to know the variety of purposes of prayer. This is well illustrated in the year 3’s prayer book and on displays around the school. CW is monitored well by the foundation governors and the Eucharist service was evaluated by visiting pupils and their headteacher. Feedback from these has led to improvements being actioned. The school has highlighted a need to use pupil voice more for CW evaluations.

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

The leadership of the headteacher, RE subject leader and senior staff with the very effective support of the governors strongly directs the Christian vision of the school both explicitly within policy and implicitly within the practices of the school’s daily life. In this way the church school distinctiveness is articulated clearly and understood well by all stakeholders. Governors plan strategically to support this vision and a comprehensive foundation governors’ action plan is incorporated within the whole school development programme and financially backed by the governors. For example a new sound system is to be provided, the need of which was highlighted from the recent monitoring of CW. Resourcing for both for collective worship and religious education are high. Since the last church school inspection a much stronger partnership exists with the church community. This is demonstrated by the rector regularly leading collective worship; the church being used for services as well as contributing to RE learning; the pupils participating in the church’s prayer and reflection walks and parishioners attending the Eucharist service in the school. During the rector’s maternity leave local clergy, a deacon and a church warden helped to maintain the strong bond with the church. Pupils and parents recognise this joint working as a distinctive feature of the school. The other two development issues from the last inspection have also been fully implemented. All staff are fully committed and strive to model the school’s expectations of their role in this Christian community. They feel valued for their work demonstrated by appropriate praise and by their opinions and ideas listened to. Parents value the “family” community and care of the school where their children are known individually and their needs provided for. Parents also appreciate the approachability of the headteacher and staff. The school has a positive relationship with the diocese and the school orchestra contributes to the music during the schools’ days at the cathedral. Governors and staff regularly access training from the diocesan advisor linked to their work as part of a church school. Governors are keen to support future leadership within church schools by their support for this training as well as their decision to appoint the post of assistant headteacher from among the existing staff. The governors support the headteacher in her role as chair of the local schools’ forum which supports and is mutually beneficial to this school and others providing staff professional development and joint special events for pupils.

SIAMS report May 2015 Eynesbury Church of England Primary School, St Neots. PE 19 2TD

