

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Eyke Church of England Primary School			
Address	The Street, Eyke, Woodbridge, Suffolk IP12 2QW		
Date of inspection	11 March 2020	Status of school	Academy, part of the St Edmundsbury and Ipswich Diocesan Multi Academy Trust, inspected as a voluntary controlled primary
Diocese	St Edmundsbury and Ipswich	URN	143549

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

Eyke Church of England primary school is a primary school with 120 pupils on roll. The majority of pupils are of White British heritage. Very few 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 school's Christian vision

If you can believe, all things are possible. Mark 9: 23

Our vision is for all our children to become aspirational individuals and confident learners, based on a foundation of Christian values, in order for them to be equipped for life in our ever-changing world.

Key findings

- The Biblically-based vision and associated Christian values are at the heart of the school and are used to shape its plans and actions. They are not yet fully embedded in all policies.
- Pupils and their families, including those with special educational needs and/or disabilities (SEND), are welcomed and supported.
- The creative curriculum, which is driven by the vision for all to aspire and achieve, enables all pupils, including vulnerable pupils and those with SEND, to flourish emotionally as well as academically.
- Pupils regularly plan and deliver high quality collective worship. They are not yet fully involved in evaluating it, however.
- Religious education (RE) provision is good. Pupils knowledge of Christianity is sound. Their understanding of diversity and difference, including through learning about other faiths, is less well developed.
- Although opportunities are provided for spiritual development, pupils are not able to articulate their experiences. There is not yet a shared understanding of spirituality to enable this to happen.

Areas for development

- Build on the current good practice of involving pupils in planning and delivering collective worship so that they are more fully involved in evaluation.
- Further promote and celebrate difference and diversity. Develop a common literacy which enables pupils to articulate their understanding clearly.
- Ensure that there is a clear and secure understanding of spiritual development that is shared by all, so that all are better able to respond to and articulate their growing spirituality.

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

The headteacher and staff are passionate in their desire for all pupils to succeed and realise what is possible within themselves. Consequently, they are committed to providing a learning environment that is full of opportunity. This reflects the Biblically-based vision and enables pupils and their families to see that 'all things are possible'. Many families travel some distance because they appreciate what the school offers. New families are especially appreciative of the welcoming and inclusive ethos. Parents, especially those of pupils with special educational needs and/or disabilities (SEND), value the care provided to them. Those experiencing difficulties have been helped to see that things can be different and given practical assistance. One parent said, 'I don't know where I would be without the school. The staff have given us hope.' Because support is so individualised, and the curriculum tailored to the needs of each pupil, the impact on some pupils and their families has been transformational. This was directly linked to the school's Christian distinctiveness.

The curriculum has been designed in line with the vision, to inspire all pupils to be the best they can be. It takes a holistic approach that can be adapted so that all pupils including vulnerable and SEND pupils can access learning at their own level. Creative activities, including trips and visits, take place at the beginning and end of each topic to motivate pupils and build their confidence as learners. Pupils look forward to them and their achievement has improved as a result. Many activities have elements of awe and wonder but this spiritual aspect is not exploited fully. Access to many extra-curricular clubs where they can be successful at or try out a new skill are important to the mission of 'opening pupils' eyes' to what is possible. The use of the growth mindset approach reinforces the school's values, including perseverance. It enables pupils to consider different approaches to learning. One pupil said, 'If plan A doesn't work, I try plan B. But I never give up'. Pupils are aspirational for their future and are clear that the school's vision will help them achieve their goals. Opportunities for spiritual development are included within the curriculum but these are not always recognised, and pupils are not able to talk about them confidently.

Pupils enjoy RE and are proud of the work they produce. The RE curriculum is child led and includes art, music and drama so that all pupils can learn through different activities. Opportunities are provided for them to debate big questions. They listen to each other's views respectfully. Memorable ideas have been used to help them understand theological concepts such as comparing the trinity to a cream egg. The teaching of RE is good. The school is trialling an assessment scheme for the diocese which is proving useful in measuring outcomes. As a result, pupils make progress at least in line with maths and English. Pupils' knowledge and understanding of Christianity is good. Their appreciation of how Christians worship is further developed in collective worship. This follows the Church year, and pupils talk knowledgeably about the significance of different Christian festivals. Although pupils learn about other faiths, their understanding is not so well developed. Some pupils confuse stories and facts from different religions, for example. They know it is important to understand and appreciate that people worship differently but are unclear why they should do so.

Collective worship is inclusive and invitational. Those who do not have a faith feel comfortable to attend and value the shared experience of learning about the teachings of Jesus and the Bible. Pupils enjoy the liturgy of welcoming words and lighting a candle but do not fully understand what it means. Collective worship is routinely planned and delivered by pupils. Based on the values, it is powerful in reinforcing what the school stands for. Pupils can also lead collective worship on subjects that are important to them. Recent examples such as taking care of God's world have led to pupils reviewing single use plastic. Pupils are less involved in evaluating collective worship. The school's relationship with the church is strong and clergy play a key role in delivering collective worship weekly.

The school environment provides spaces where pupils can explore their thoughts and emotions and develop their spirituality. The indoor and outdoor reflection areas are seen by most pupils as special places where they can go for peace and quiet. Some do not fully appreciate their spiritual aspect, however. Pupils understand that prayer is 'sending a message to God'. They regularly write prayers to say thank or to ask for help with problems. Special events such as the recent 'prayer day' help deepen their understanding.

Pupils are clear that their views matter. They are given many opportunities to make a difference to the life of the school. The school councilors listen to the views of others and are the 'voice of the class'. They learn about democracy as a result and are keen to see justice in the world. Fund raising enables them to be courageous advocates in improving the lives of others such as supporting a school in Kagera in Tanzania so that pupils can have the same opportunities as themselves. The recent day based on the diocesan link with Tanzania provided some understanding of the differences in the lives of others, but the concept of diversity and difference is not fully developed.

Members of the Local Governing Body (LGB) are active in the school. They make strategic and financial decisions which are in line with the vision, including allocating funding for training so that staff are able to develop their professional skills and prioritising provision for adult and pupil mental health. Staff appreciate that leaders, including governors, are mindful of their well-being. LGB members undertake monitoring of RE and collective worship which impacts on future practice. The school's partnerships with the multi-academy trust (MAT) and the diocese are significant and of mutual benefit. The MAT is viewed as a 'force for good' in its provision of key policies and advice and support for the recent positive changes. As part of its vision to promote high aspirations for all pupils in the MAT, the school hosts training events and the headteacher sits on a MAT working party to develop best practice.

Headteacher	Lucie Fairweather
Inspector's name and number	Rachel Beeson 952