

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

### Embleton Vincent Edwards Church of England Primary school.

<b>Address</b>	Embleton, Alnwick, NE66 3UA		
<b>Date of inspection</b>	10 October 2019	<b>Status of school</b>	VA primary
<b>Diocese</b>	Newcastle	<b>URN</b>	122290

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

#### School context

Embleton Vincent Edwards is a primary school with 43 pupil on roll. The majority of pupils are of White British heritage. 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 below with national averages. Since the last inspection a new headteacher has been appointed and the school is now an all through primary. Pupil numbers have risen and a clear vision is in place.

#### The school's Christian vision

This is rooted in theology and includes the Parable of the Mustard seed, *Matthew 13(31-32)* The three guiding values are compassion, where regard for those less fortunate is expected, perseverance, where one should keeping going in the face of challenge and respect where one should recognise difference and value all traditions including our own. The schools strap line is 'Support for Life'.

#### Key findings

- A clear Christian vision has been introduced and has had a positive impact on the whole community
- Beach school is innovative and leads to inspirational teaching and worship, with clear links to the whole curriculum, including religious education (RE).
- Staff are highly valued in this deeply Christian school. Policies and curriculum planning reflect this care. Wellbeing is a priority.
- Pupils influence their community through Beach school activity and action. They express opinions and have had a positive impact on the local community and wider world.
- Worship is strength of the school. It is varied and exciting. Worship by The Waves is highly valued by the whole community.

#### Areas for development

- Extend governors' role in monitoring the impact of the Christian vision and values in order to drive improvements as a Church school.
- Develop assessment in RE so that teachers and pupils are clearer about the next steps in learning.
- Leaders to initiate consultation on the introduction of relationships education to support a smooth introduction, in line with stated values.

## **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**

Embleton Vincent Edwards is small rural school that is at the heart of its local community. It has strong links with the local church, Holy Trinity. This is evident from older community members who take lunch with the children weekly and talk about Beach School and church activities. These have benefits for everyone, so friendships grow between the generations, like mustard seeds. As a primary school, it is clear the school has grown, like the seeds of its vision.

After a period of substantial turbulence, there is a Christian vision and a set of values that are embedded and underpin all that the school does. Relationships are strong. Standards are rising and aspiration is high. Leaders appreciate that there is limited social or cultural diversity in school. It is a Stonewall accredited school and has a Rights Respecting award. As a result, pupils flourish emotionally and understand diversity very well.

Leaders ensure that the Christian nature of the school is highly evident in displays and literature. Mutual respect, rooted in the vision and values, is clear. Pupils know they will be listened to. They describe how the beach is cleaner now because of their lessons in Beach School. Leaders' attitudes to attendance are stringent, but they have considered flexi schooling to meet the needs of some, demonstrating compassion and respect. This supports the school's vision to preserve all life, including family life.

Leaders evaluate aspects of the school's academic performance. However, as yet, leaders have not fully evaluated the impact of the vision and values of the school. They are not fully capturing work linked to stated values. An example of this is the community lunch held weekly, where older people join with the children, adding to the rich intergenerational life of the school. The impact of this is not fully captured in self-evaluation.

Teachers capitalise on the smaller nature of the school to ensure that the curriculum can be individual. Curriculum planning is supported by clear links between vision and theology ensuring all pupils have chance to grow, as the mustard seed does. Governors' minutes reflect robust decisions about staffing levels to ensure this can happen. As a result, pupils thrive in learning and personal development. Spiritual development is a priority and teachers take every opportunity to link it the curriculum. Examples of considered discussion are evident in school, such a fox hunting debate, where pupils make theological links about creation.

Leaders ensure children understand the lives of others. Toilet twinning has been a creative way to ensure children learn about types of disadvantage. Through Beach school they have made links with water pollution in their community. This resulted in a child stating, in work on super heroes, that a toilet could be super hero because we cannot live without them. This is underpinned by the value of compassion which is well understood throughout the community.

Behaviour is exemplary. There have been no exclusions and pupils report that incidents of bullying are rare. They know how to disagree well and make friends. Children new to the school and children who may be vulnerable are well known and their needs are met through well planned interventions and support. The school has had Thrive (mental wellbeing) training and at the time of inspection are training a member of staff to be a Thrive practitioner. Leaders have begun work to develop provision for relationships education. Parents are keen to work with the school to ensure that pupils are equipped for life in modern Britain, but also to ensure they are prepared for the challenges of diversity in secondary school. A period of consultation on relationships education will be welcomed by families. Within the vision of the school, it recognises that loving our neighbour is vital. The actions of the school demonstrate that this is embedded throughout practice and policy.

Collective worship is a strength of the school. The close links with Holy Trinity Church has led to a rounded and mature approach to Christian mission. There is a clear view of the centrality of the church and school to the life of the village. As a result, school involvement has led to raised attendance at school and church services. Parents talk about how their interest in spiritual issues has been reawakened. Pupils have led changes in how music is used and types of worship that mean most to them. There is a highly diverse menu of worship, including class worship, whole school worship and that led by the vicar which is greeted with much enthusiasm. Worship by the Waves

has been introduced and exploits the unique beachside nature of the school. It is planned in the moment and led by school leaders. A number of artefacts have been used such as drift wood and seaweed to create imagery. The children also choose suitable music and have periods of quiet reflection in the sand dunes. As a result, pupils are learning that worship and prayer can take place anywhere and can be highly creative. After worship, imagery is left on the beach where it can be seen by anyone. Leaders, teachers and pupils are all aware of the deep Christian vision in action and how it can influence individuals in the local area. Pupils are involved in planning and leading worship and make very regular suggestions as to how it can be improved. They have a deep sense of ownership. Planning for worship is also closely linked to the school's vision, but also in using worship to show respect for the environment and community.

RE is well planned and effective. In two years, the leader has produced a curriculum and assessment process that is leading to improvement. She has had extensive support and training from the Diocese and is using Understanding Christianity. The vicar is also instrumental in encouraging discussion about issues such as marriage, Pentecost, baptism and Easter. She has answered searching questions from children and encouraged other community members to do the same. Pupils are taught to respect other faiths and work on Hinduism showed maturity and thoughtfulness about other cultures. There are further clear links to the parable of the mustard seed, embedded in the vision, where even the youngest are encouraged to do their best and grow as unique children of God. Evidence is carefully collected to show the breadth of the curriculum and school is keen that it is relevant to the lives of pupils. There is a range of work on other religions and school sees this as vital due to the cultural profile of the school.



**The effectiveness of RE is Good**

Teaching and learning in RE are effective because they are well planned. The leader has worked tirelessly to ensure links with RE and other subjects are clear and that teaching standards remain high. This drives improvement. Marking is thorough and comparable to that in other subjects. Assessment evidence is collected and used to drive improvement in the teaching of the subject but as the school grows, analysis will need to be more systematic in order to maintain current high standards.

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