



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Evercreech Church of England Primary School

Address Paradise Crescent, Evercreech, Shepton Mallet, Somerset, BA4 6EH

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**

School's vision

Believe in what Jesus told Peter. Learn to trust and hope. Grow from that learning and share with others. 'Put out into deep water and let down your nets for a catch.' (Luke 5: 1-11).

Key findings

- The whole school community know and apply the school's Christian vision and biblical underpinning to their daily lives. However, the impact of the vision is not sufficiently monitored and evaluated by school governors.
- Collective worship is well planned and valued by the whole school community. It is effective in its impact, encouraging pupils to develop their own beliefs and flourish. Pupils do not actively lead collective worship.
- The impact of religious education (RE) is good, as seen in pupil books and the confidence of pupils when discussing RE. However, the teaching of key Christian concepts and the associated vocabulary is not fully embedded.
- The school has an established ethos as a clearly recognisable Church school. There is a culture of inclusivity, good behaviour and supportive relationships which engender dignity and respect for all.
- Opportunities for spiritual development are good and are identified in subject areas across the curriculum. There is not a clear definition of spirituality.

Areas for development

- Enhance monitoring and evaluation of the impact of the vision by governors so that it is sufficiently robust to drive future improvement as a Church school.
- Develop greater pupil involvement in planning and leading collective worship to strengthen engagement with this activity and to enhance impact.
- Agree a school definition of spirituality and outline the correct vocabulary of the key Christian concepts being taught to embed pupils' knowledge and understanding.

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

Evercreech Church of England Primary School has a distinctive Christian vision which enables pupils and adults to flourish. Leaders ensure that the biblically based vision is understood and lived out by all members of the school community. As a result, leaders have created a caring and inclusive community where pupils and staff feel supported and can thrive. The vision is meaningful to the local community. Leaders have chosen a vision with contextual relevance inspired by a painting in the local church. Pupils have worked with the artist to create their own visual interpretations of the vision which they can articulate in an age-appropriate way. One pupil described how the Christian vision helped them as 'people who believe what Jesus said are helped by God to live their life well'.

Staff model the vision which is upheld by pupils. As a result, attitudes to learning across the school are good. Pupils offer support and friendship to one another, treating each other with dignity and respect. At playtimes, pupils' play and good behaviour is supported by Outdoor Play and Learning (OPAL). The school recently achieved the OPAL platinum quality mark and share this good practice with other schools. School leaders articulate this as an example of the impact of the vision in action with pupils being trusted to cooperate, share and learn from one another through play. OPAL is an excellent feature in enabling pupils to flourish. However, governors' overall ability to articulate how they monitor and evaluate the impact of the vision to drive improvement is not sufficiently robust.

There is an atmosphere of kindness which pervades all aspects of the school's work. Staff know their pupils and families well. Refugee families are welcomed and supported and the impact on individual pupils is transformational. One pupil, who arrived with little English, was proud to have been chosen to write and read out a prayer in church at Christmas after only being at the school a few months. Staff listen to concerns from parents and act quickly to resolve difficulties. Pupils are given opportunities to take risks and make good choices. As a result of the vision, pupils enjoy coming to school and all the opportunities for learning. This, combined with effective strategies to improve punctuality, means attendance is good.

The vision is used by leaders to support a culture of awe and wonder across the curriculum. In line with the vision there are many extra-curricular opportunities. These teach pupils to cooperate and grow. Leaders have developed expected learning behaviours represented as characters to inspire pupils. The characters embody the school vision of inclusivity. Strategies to promote aspirations, resilience and a growth mindset, help pupils to cope with challenges in line with the school's vision. As an example of the impact of the vision in action, pupils are enabled to flourish in making the transition to secondary school through a reflective retreat organised by the vicar.

The programme for collective worship is well planned, monitored and evaluated by leaders, staff and pupils. As a result, collective worship is central to the life of the school and valued by all members of the school community. Each term a value is explored, and current issues are considered which enrich pupils' moral and ethical thinking. Pupils have an age-appropriate level of understanding of Christian festivals and the idea of God as three in one. Collective worship is inclusive, invitational and inspiring, encouraging active reflection and pupil involvement such as in acting out Bible stories. Consequently, pupils and staff can articulate the impact of collective worship on their attitudes, beliefs and behaviour. Whilst pupils have some opportunities to take an active role, they do not plan or lead collective worship.

The religious education (RE) subject leader leads improvements in RE in line with the Church of England requirements and the school's vision. RE teaching is highly valued by staff and given priority. Systems are in place to monitor and evaluate the impact of RE. The school has implemented the 'Understanding Christianity' resource and staff have accessed training on this through the diocese. Pupils see Christianity as a living, worldwide faith and demonstrate good knowledge of the range of religions studied. They recognise the need to understand world views to be respectful, global citizens. Pupils' learning in RE is supported by a wide variety of trips. They compare and contrast a mosque, a synagogue and St John's Church in Glastonbury to the parish church. These trips give greater impact to pupils' learning, enabling them to talk with confidence and to flourish. However, pupils do not yet have the vocabulary they need to express key Christian concepts clearly.

Reflection areas contribute positively to pupils' and staff spirituality. Opportunities for developing spirituality are identified in the curriculum, and floor books are used to record reflections which show the impact of the vision. Leaders ensure that spirituality is developed and expressed in an imaginative and integrated way. Creative opportunities

showing the impact of the vision on spiritual flourishing are evident in displays. Opportunities for pupils to initiate change with a sense of courageous advocacy are encouraged and supported by leaders. In line with the vision, pupils have good social and moral awareness and recognise that they can make a difference. They understand the importance of looking after the environment and contribute to a pupil led recycling project. Pupils demonstrate the impact of the Christian vision on their thinking by initiating and organising fundraising events. For example, they designed and ran a tabletop games event to raise money for Children in Need.

As a result of the vision, school leaders ensure that support for pupils with special educational needs and disabilities (SEND) is good. Great care is taken in supporting vulnerable pupils. Examples of this can be seen in the strong focus on supporting wellbeing including mental health. Respect is shown by pupils to each other regarding individual needs ensuring that they can thrive. The flourishing of pupils with SEND is supported by an individual approach to learning. Parents strongly value this support, and their children are nurtured as well as educated to be inclusive.

In line with the vision, leaders ensure that the school is a cohesive team. The headteacher and head of school provide strong Christian leadership. The church, parents, local businesses and parishioners support the school's activities. As a result of the school living out its vision, it has a positive impact on the flourishing of adults and pupils within the school community and beyond.

Contextual information about the school

Date of inspection	8 February 2023	URN	123755
Date of previous inspection	14 October 2015		
School status	Voluntary Controlled	NOR	182
Name of MAT/Federation	The Fosse Federation of Schools		
Diocese / Methodist District	Bath and Wells		
Headteacher	Norma Anselm		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above national averages.		
	The proportion of pupils who have special educational needs and/or disabilities (SEND) is above national averages.		
Additional significant information (If needed)	None		
Inspector's name	Amanda Brockway	No.	C21/22