

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

<b>Egton Church of England VA Primary School</b>	
Address	Egton, Whitby, YO21 1UT
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	Excellent
The impact of collective worship	Excellent
The effectiveness of religious education (RE)	Excellent

School's vision
<p>Learning and Growing Together With God. Our vision as a Church of England primary school, deeply rooted in a strong Christian tradition, is to: 'inspire learning and help children to achieve their potential in a caring, happy and distinctively Christian family.' The Bible verse that underpins our vision statement, aspirations and ethos is: " I have come that they may have life, and have it to the full." John 10:10.</p>
Key findings
<ul style="list-style-type: none"> <li>• The school's deeply embedded vision underpins decision-making at all levels. It has a transformational impact on the wellbeing of staff, pupils and their families, including the most vulnerable members of the school community.</li> <li>• Inspirational leadership and a dedicated staff team have created an inclusive Christian community where everyone flourishes. Egton continues to develop its practice by leading innovation across local schools.</li> <li>• The range of ways in which pupils' characters are developed, in all areas of school life, is guided by the vision. Every opportunity is taken to prioritise support and nurture. Pupils of all ages think deeply about concerns, both within the school community and the wider world. They recognise and independently challenge injustice.</li> <li>• Collective worship is the beating heart of the school. There is a rich balance of adult and pupil-led worship, which is supported by the partnerships within the locality. The use of spaces around school for worship, reflection and spiritual development contributes significantly to the flourishing of all.</li> <li>• Religious education (RE) is excellent. It meets the needs of all pupils and is led with skill and confidence. Pupils' well-developed knowledge and understanding of Christianity and world faiths is reflective of the inclusive ethos of the school.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Continue to share the excellent, vision-based practice at Egton with other schools in order to develop best practice.</li> <li>• To further embed opportunities for prayer and reflection to deepen the spiritual growth of the whole community.</li> </ul>

## Inspection findings

Egton is a vibrant, happy school. It prioritises the flourishing of the whole community through authentic Christian care. The deeply embedded vision drives all aspects of school life and makes it an inspirational place to work and learn. The aim to 'have life in all its fullness' leads to exceptional support for pupils, parents and carers. The biblical underpinning of the vision is articulated with clarity by leaders and all in the school community. What makes a case for excellence is through the genuine examples of God's love being lived out around the school.

The vision drives school leaders to make bold strategic decisions. Federating with another local school has provided Egton with the opportunity to share strong practice. Professional development is highly valued by all leaders and it has a transformational impact on staff. They are passionate about the support they receive and can offer their colleagues. There is a shared belief that 'everyone in school has a safe place to share and shine.' The humility and passion of senior leaders is recognised by all. Their inspirational and steadfast care inspires a culture of inclusion and compassion. Governors care deeply. They are committed to working in partnership with the staff to do the best for all pupils in the school. They monitor the impact of the vision in innovative ways, such as the annual self-evaluation evening with all stakeholders. Leaders are outward facing and relentless in the way that they champion the many benefits of small rural schools. Strong local partnerships and commitment to system leadership reflect the ongoing drive for improvement and training.

Positive relationships form the beating heart of the school. Everyone, regardless of role, is valued with equal respect and kindness. Staff and parents consistently refer to school as, 'one big family'. Through innovative approaches to coaching and mental health support, prioritisation of wellbeing transcends the norm. This is seen through the legacy of love, care and radical hospitality for pupils beyond those who currently attend the school. Pupils with special educational needs and/or disabilities (SEND) or who are new to the school are nurtured by their peers. Staff know their pupils and families very well and are prepared to go 'above and beyond' to meet their needs. They recognise everyone's potential as children of God and the sense of service to the school is a core strength. Everyone co-exists in an atmosphere of mutual acceptance, celebration and trust. Pupils are resilient and flourish thanks to the openness of staff members who appropriately prioritise the importance of relationships. The school's approach to behaviour management promotes forgiveness and is based on Christian foundations of reconciliation. This leads to behaviour and attitudes to learning across school being exemplary. Pupils treat each other with dignity and respect and they know how to disagree well. They watch over one another in love and recognise different needs, regularly offering support and friendship.

A deep understanding of Christian education underpins the curriculum. This is clearly articulated through the school's aspirational 'curriculum tree' approach, which is deeply rooted in the vision. Staff have led the development of a unique, bespoke curriculum in partnership with other local rural schools. Leaders have engaged with innovative national projects to develop effective systems of subject leadership across local small school federations. They are clear in their desire to develop inquisitive and reflective thinkers. As a result, the spiritual development of pupils is strong and impactful. Curriculum choices ensure learning is rooted in the understanding of cultures around the world. Pupils display an impressive acceptance of difference and diversity. Reflection and prayer stations provoke deeply empathetic responses in pupils and they regularly consider life's big questions. Teachers talk confidently about the curation of resources to ensure that diversity is experienced in its widest sense by the pupils. Pupils are adamant that they 'don't miss out on anything' because they attend a small school.




Guided by goodness, school is deeply committed to its local area and is central to life in the community. By choosing charities and projects to support, pupils are developing as active advocates for change. This produces character development which is inspirational to others. One example is a 'Save the Seas' project which was championed by the pupils. This is representative of the way that they see themselves as custodians of God's world. Any pupil, regardless of age, will be heard if they have an idea for developing school life. They now regularly lead acts of collective worship to inspire their peers. Pupils are passionate about such projects and describe these experiences as 'joyful' and 'inspiring'.

Collective worship enriches the life of all and is centred on the vision of expressing God's love for everyone. It is inspirational, inclusive and invitational and the heartbeat of the school. Pupils participate through reflection, prayer and enthusiastic singing of songs that reflect the values. They respond well to leaders and enthusiastically join in with prayers and other responses. They are inspired by the different ways that Christians worship. The relationship between the school and local churches is very strong. It enhances everyone's appreciation and understanding of traditions and beliefs. Through these experiences, pupils develop a thorough knowledge of Bible stories and Jesus' teaching. Many demonstrate an exceptional understanding. Careful monitoring allows leaders and pupils to talk confidently about the way that it helps to shape the rhythm of the school.

RE has a pivotal place in the school's curriculum. The well-balanced provision is highly effective in enabling pupils to make sense of the world. It inspires them to flourish as respectful global citizens. The school has worked in partnership with the Diocese of York to develop the curriculum. Through their comparative studies of a well-selected range of world faiths, pupils develop an excellent understanding of cultures and religions. RE lessons contribute to the school's respectful ethos in which diversity is celebrated. They provide a safe space for pupils to explore their own thoughts and ideas. Pupil's views are valued and they cherish RE as a time to share their thoughts and feelings. They are challenged to think deeply. As a result, they express mature and well-reasoned ideas and have a well-developed theological understanding. Pupils reflect on their emotional responses to what they are studying. Detailed planning ensures effective challenge in lessons. Pupils learn through a variety of teaching methods. As a result, work produced is of a high quality. Strong leadership ensures all staff have regular support and they are passionate in the development of religiously literate pupils. Monitoring and evaluation by school leaders is effective and vision driven. There is an ambition for the school to continually improve.



	The effectiveness of RE is		Excellent	
	RE is well led and managed. Creative teaching methods, including deeper questioning, challenge pupils. RE provides a safe environment for all pupils to learn and achieve. As a result of monitoring activities, work is of a high quality and pupils reach at least expected levels. Assessment is regular and reflective.			
Information				
School	Egton Church of England VA Primary School	Inspection date	9 December 2022	
URN	121610	VC/VA/Academy	Voluntary aided	
Diocese/District	York	Pupils on roll	47	
Headteacher	Liz Orland			
Chair of Governors	Paul Gilchrist			
Inspector	Lee Talbot	No.	2123	