

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Easington Church of England Primary School

Vision

'May we give them the roots to grow and the wings to fly.' Taken from 'Through God's love, we are the rich soil where roots grow and seeds flourish.' Luke 8:4-15

Strengths

- The school's vision, deeply rooted in the Bible, is central to its life and purpose. It is the pivotal factor that leads to the flourishing of pupils and staff that can be seen today.
- The pupils' spiritual flourishing is particularly evident during collective worship. It is a calm time of reflection and celebration for both pupils and staff each day.
- Inspired by the Christian vision Easington Church of England Primary School is a loving, inclusive community. Support for pupils and their individual needs is transformational and deeply appreciated by families.
- Wellbeing is at the very heart of this school, for both pupils and adults. Those within it feel valued and loved.
- Religious education (RE) sits at the heart of the curriculum and is prioritised by leaders. Lively lessons engage pupils and enhance their enjoyment and understanding. Consequently, adults and pupils hold the subject in high regard.

Development Points

- Explore ways in which the work that the school has already undertaken on spirituality can impact on flourishing across the whole curriculum. This is so that pupils are empowered in their spiritual growth.
- Extend opportunities to support pupils' understanding of injustice and inequality. This is to enable them to become stronger advocates for change locally, nationally and on the global stage.
- Ensure that leaders, including governors, actively monitor and evaluate the impact of the Christian vision. This is so that the school continues to flourish as an effective Church school.



Inspection Findings

Easington Church of England Primary is founded on love. It is a deeply compassionate school that is living out its Christian vision. Inspired by the vision the school is a loving, inclusive community. Pupils, their families and staff flourish in a manner that is transformational for many. Pupils are proud to be a part of this school, because they feel safe, recognised for who they are and affirmed. The school is part of the Melrose Learning Trust. Becoming part of the trust was a vision-inspired decision. Leaders recognise it as an opportunity to develop and enhance the learning experiences of adults and pupils. The trust gives staff the opportunity to develop good practice with colleagues from other schools. As a result they feel empowered, with greater self-confidence. Leaders, including governors, are deeply committed to the school. Many governors give freely of their time each week to actively support pupils in the classroom. They also provide effective support for the wellbeing of staff and pupils, including their personal safety. However, they do not routinely monitor and evaluate the impact of the vision upon the school. Many parents know their children will be nurtured and cared for at this school. As a result the school attracts families from many different backgrounds, enriching the experiences of all within the school community.

Inspired by the school's vision the curriculum gives pupils the opportunity to learn about a diverse range of cultures. Pupils' learning experience is enriched by reading about people often far removed from their personal experiences. The work the school has undertaken with the diocese in developing its approach to spirituality has had a positive impact. It allows pupils to develop their spiritual understanding and to recognise both their own value and that of people from differing cultures. However, opportunities for spiritual exploration do not exist strongly in all curriculum areas. This limits the pupils' opportunities to deepen their personal spirituality. The school further enhances the pupils' curriculum offer with a wide variety of enrichment clubs. Pupils are enthusiastic about these extra experiences that they have to develop their confidence. The decision by leaders to offer some of these enrichment opportunities free of charge means all pupils can attend. This is a further factor that contributes to pupils succeeding. Bespoke provision enables pupils with different starting points to succeed. As a result, those with special educational needs and/or disabilities (SEND) or those who may be vulnerable, flourish alongside their peers. This approach is a strength of the school and is enabling pupils to thrive.

Collective worship gives pupils and staff the opportunity to flourish spiritually. It is a highly prized time within the school day. Pupils speak about how much they value the opportunity it gives them to reflect upon their daily experiences. They engage with worship thoughtfully and with eager minds. There are opportunities within worship for them to explore the impact the school's vision and its values has on them. Therefore, pupils speak confidently and enthusiastically about their opportunities to 'look in' and recognise their self-worth and personal value. Through 'looking out' they can recognise when others are perhaps not so fortunate and may need help and support. This leads to significant spiritual flourishing that is strongly evident during worship. The school has forged strong links with the local church. Representatives from that community not only deliver worship each week but also volunteer within the school. The church invites the whole school to services with its congregation each term. These services give further opportunities for the pupils to explore their spirituality and increase their sense of belonging within this loving community. This helps ensure that worship is both invitational and inspirational.

Pupils see RE as a vitally important subject. It is a time that they look forward to each week and one that they engage with enthusiastically. Learning is varied and lively. RE is seen as a time where individual thoughts can be debated and where curiosity is encouraged. Within lessons pupils share views of an increasingly spiritual nature. Leaders have accessed support from the diocese to ensure that RE lessons are challenging and engaging. This is achieved by giving pupils the chance to improve their work and extend their thinking through 'grow' and 'glow'



challenges. Learning is well-sequenced and well-balanced. Thoughtfully delivered lessons engage pupils, enhancing their enjoyment and deepening their understanding. Younger pupils understanding of Harvest Festival is enhanced by growing their own produce in the school's allotment. This brings the subject alive and enriches not just that series of lessons but also their support for the local community. Consequently, pupils hold the subject in high regard.

This is a school that seeks to treat those within its community with Christian love and compassion. The school instils a strong sense of belonging right from the moment families join. The school's random acts of kindness initiative is a particularly strong example of this. It makes pupils aware of the positive impact they can have on the wellbeing and flourishing of others. These acts are a vital part of what makes this school special. Pupils relish these rich opportunities to connect with and support the local community. Pupils have begun to learn about the lives of people who have advocated for positive change. However, their own opportunities to challenge injustice and inequality are limited. Therefore, opportunities for pupils to more independently act and see themselves as agents of change are not yet fully developed.

Easington school community cares deeply about the personal experiences of those in its community. Pupils asked to learn more about diabetes, raising awareness of it within the school community to support a pupil in school. This deep nurturing within the school is transforming the confidence and wellbeing of those within it. Pupils who were previously reluctant or lacked confidence to speak in front of their peers, are participating in class and school events. The warmth and welcome that this school exudes encourages adults to confidently entrust the care of their children to the school. As a result, pupils here feel safe and valued. This gives them 'the wings to fly' and starts them on their journey towards flourishing. The trust has supported staff across the school with an approach to training and development that embraces every role. This enables staff to flourish and reach their full potential. Staff speak highly of the way leaders support them. They feel listened to and cared for; this is because of the nurturing feeling within this school. Those living within this school community feel valued and loved.

Information

Address	Hall Walk, Easington Village, County Durham, SR8 3BP		
Date	25 September 2024	URN	149659
Type of school	Academy	No. of pupils	152
Diocese/District	Durham		
MAT/Federation	Melrose Learning Trust		
Headteacher	John Appleby		
Chair of Governors	Claire Mitchell		
Inspector	Rob Goffee		