



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Edenham Church of England School	
Address	School Lane, Edenham, Bourne, PE10 0LP

School vision

In the spirit of St Gilbert, at Edenham we aim to thrive together, celebrating each other's strengths and differences and supporting each other to overcome difficulties, always learning from each other.

We instil a love and appreciation of all that God has created, developing our pupils into caring stewards of their local and global environment. Our curriculum nurtures each child's potential and the gifts that they have been given, preparing them for the future with the knowledge and characteristics they need to succeed in our ever-changing world. We seek to inspire all to have a positive impact on the community to which they belong and further afield.

All of this is built upon the foundations of our strong Christian Values: Wisdom, Respect, Perseverance.

'Surrounded by such a great crowd of witnesses, let us run with perseverance the race set before us'
Hebrews 12:1

Love of learning. Love of the community. Prepared for the future.

School strengths

- Edenham is a happy and welcoming school. Pupils and adults flourish as a result of the vision which is lived out in the spirit of St Gilbert. Summarised by the values and strap line they enable pupils to develop and demonstrate many positive qualities and characteristics. This creates a supportive community and prepares everyone for the future.
- There is a strong and collaborative working arrangement between the school and the Lincoln Anglican Academies Trust (LAAT) of which it is a member. This ensures that the vision is central to all development activities. Together with the Diocese of Lincoln, these partnerships drive a culture of continuous improvement.
- Pupils enjoy religious education (RE) and gain knowledge and understanding of Christianity and world religions through a carefully planned curriculum. They understand its importance in helping them to appreciate the views of others. They are tolerant and respectful as a result.
- Collective worship is valued by adults and pupils as a time to be together as a whole community. Reflecting on the theme enables them to think about what they have heard and seen as part of their spiritual development.
- As a result of the inclusive curriculum, pupils can engage well with their learning and generally achieve ambitious targets or personal goals. Pupils with special educational needs, disabilities (SEND) or who are vulnerable are treated with equity. They receive specific support, helping them to overcome barriers to learning.

Areas for development

- Build on current practice and provision to provide explicit opportunities for spiritual development across the curriculum and beyond.
- Create ways to link and draw together the strands of the vision. Link the Bible verse, the

strap line and the values to form a cohesive expression of what the school stands for. This is so it can be better understood, articulated and celebrated by all.

Inspection findings

Driven by its vision, Edenham school understands its purpose as a community which encourages and enables each member to flourish. Modelled on the example of St Gilbert, a local saint, the school is inclusive and welcoming. Pupils relate to St Gilbert and seek to emulate his example that all are valued for who they are. Well thought of by parents, families choose to send their children to the school. They see the outworking of the vision in their child's enjoyment of learning. Staff, parents and pupils value the strong leadership of the headteacher, who models the vision and values. They are ambitious for the school to thrive and for all to succeed in the 'race set before them'. Following this lead, committed staff enable the school to live out its vision.

The elements of the vision, the Bible verse, values and strap line, are linked by common themes, such as mutual support and respect. Children's behaviour at home is related to the values for example, and staff are clear how high expectations ensure pupils are 'prepared for the future'. Although a Venn diagram provides a visual representation of how each element interlocks to build a powerful and cohesive vision, these are often articulated as being separate and distinct. As a result, the carefully crafted and significant connections between them which reflect the context of the school are sometimes lost.

Professional partnerships are strong and mutually beneficial, particularly with the Lincoln Anglican Academies Trust (LAAT). Confidently living out its own vision, LAAT monitors the effectiveness of the school's activities in collaboration with school leaders. Working together, leaders strive for continuous development. The school's vision is placed at the heart of strategic decision making. The academy council understand and are committed to their delegated role, including to review the school's culture and ethos. Through their regular visits and discussions, the vision and values are maintained as central to actions taken. Staff appreciate that they are prepared for their professional futures through ongoing training. As part of the wider vision, they value that leaders take their wellbeing and mental health into account. Changes in practice made by leaders support their workload without reducing effectiveness.

In the spirit of St Gilbert, positive relationships are actively built within the school and beyond. These form the 'crowd of witnesses' referred to in the vision and include people based locally and beyond. They accompany and inspire pupils and staff on their journey through the school and into the future. Seen as members of the school community, they include celebrities who raise pupils aspirations with messages of encouragement. The value of 'community' is 'what matters', as all are encouraged to reach out to each other in friendship and love. Reflecting this, the Friends of the School Association (FSA) fosters strong relationships between parents. They act as a point of contact and support, particularly for those new to the school. Leaders seek to involve the church and community in the life of the school as much as possible, actively participating in village life. Links with local businesses have resulted in successfully securing funding for projects which enhance the school's facilities.

Pupils are encouraged to show service to their community by taking on a wide range of responsibilities. They are proud to be leaders within the school and take credit for changes made at their suggestion. As a result of positive influence of 'reading ambassadors', pupils now say they enjoy reading. Eco ambassadors promote ethical changes such as the abolition of plastic bags in lunch boxes.

Sensitive exploration of British Values and protected characteristics assist pupils to develop their own world views. As a result, they understand equity and equality and become champions of social justice. Discussions during lessons and in collective worship reinforce this. Pupils share the practical example of how St Gilbert set up the first school in the district. They emphasise that all were able to attend regardless of gender or circumstances. Drawing parallels with their own school, they ensure new pupils are quickly integrated.

The curriculum is designed to meet the vision's strap line. It promotes a love of learning and prepares pupils for the future. It is inclusive so that all can become confident and successful learners. Aspirational targets set in conjunction with LAAT inspire pupils to challenge themselves to achieve more than they thought. Pupils with special educational needs or disabilities (SEND) or who are vulnerable are treated with equity. Interventions are provided so that barriers to learning are removed. Although spiritual experiences take place within the curriculum and beyond in after school activities, they are not always recognised. However, outdoor activities such as forest schools are particularly utilised as opportunities for awe and wonder. Times made for reflection during the school day allow space for pupils to think about what they have learned and focus on character development. Prayer, as part of collective worship and at other times of the day, is invitational. However, pupils do not always understand how it differs from reflection. A clear definition of spirituality has been established but this is not known or understood by all. Trips, visits and extra-curricular activities extend pupils experiences. Where these are not possible, the school has invested in virtual reality equipment, looking to equip pupils with IT skills. Resources on diversity provide information about difference in the wider world preparing them for life in a diverse world.

Collective worship is important to the school community as a time and place when they gather together. Pupils learn from Bible stories which promote the school's values and are linked to British Values and protected characteristics. They reflect on what they have learned through the week and are inspired to change their thoughts or actions. Prayer, reflection and worship through singing contribute to pupils' spiritual development. Their experience of worship is enhanced through clergy leading worship weekly. Collective worship ambassadors support in practical ways by setting up the worship space. They encourage participation by leading the opening sentences.

Positive partnerships with the Diocese of Lincoln have helped shape the RE curriculum in line with the vision. The RE lead attends training, which is cascaded to staff, ensuring their knowledge and skills are up to date. Pupils learn about world religions alongside Christianity, through the lens of philosophy, theology and human science. Comparing religions for similarities helps them respect and understand the beliefs of others. They enjoy discussions which enable them to disagree well.

The inspection findings indicate that the school is living up to its foundation as a Church school, and is enabling pupils and adults to flourish.

Information			
Inspection date	7 November 2023	URN	143259
VC/VA/Academy	Academy	Pupils on roll	105
Diocese	Lincoln		
MAT/Federation	Lincoln Anglican Academy Trust		
Headteacher	Michael Pasqualino		
Chair	Martin Sutton		
Inspector	Rachel Beeson	No.	952

