

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Castle Camps Church of England Voluntary Controlled Primary School

Vision

Life in all its fullness

'I have come that you may have life in all its fullness' (John 10:10)

Our Vision for Castle Camps Primary School is underpinned by the Bible Verse **John 10:10: 'I have come that you may have life in all its fullness'**. This verse is particularly relevant to us as we seek to enable everyone in our community to thrive and flourish, whatever their needs, ability or position. This links directly to the original purpose of our foundation, as outlined in the Trust Deeds.

Castle Camps Church of England VC Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The Christian vision and values are understood and lived out by adults and pupils. They meet the needs of the school community that Castle Camps serves.
- A broad and ambitious curriculum, along with extra-curricular opportunities, meets the school's needs. Pupils collaborate across year groups sharing ideas and opinions, enabling them to flourish spiritually.
- A strong foundation of trusting relationships across the school community reflects its inclusive nature. This fosters a sense of belonging where everyone is valued and nurtured. Pupils, adults and families work well together offering support and care for one another.
- Collective worship is well planned providing opportunities for spiritual flourishing. Pupils express their thoughts and feelings, and this leads to spiritual growth and positive behaviours. This in turn is taken beyond the school into homes and the community.

Development Points

- Ensure the religious education (RE) curriculum reflects diversity within Christian beliefs. This is to enable pupils to appreciate the richness and variety within the religion.
- Ensure spiritual development is woven throughout the curriculum, providing regular and planned opportunities for pupils to explore their spirituality.
- To explore issues of justice and responsibility beyond individual motivations. This is to enable pupils to take collective responsibility and become advocates for change.



Inspection Findings

The Christian vision creates a culture where 'life in all its fullness' is the reality at Castle Camps Primary School. The vision commands widespread ownership with far-reaching influence. It fosters a culture of love and aspiration which is reflected in pupils' daily actions and values. Subsequently, the vision is clearly understood and easily accessible. It is underpinned by the core values of wisdom, respect, love, courage, community and hope. These are embedded in the school's daily life, guiding both learning and relationships. As a result, pupils and adults flourish. Through successful and inspiring leadership there is a compelling ethos and ambition. Pupils aim to be their best selves and live life to the fullest. They are praised and rewarded when they demonstrate the school's values. Weekly 'Golden Book' celebratory worship serves as a special recognition of this. Governors actively and effectively engage in supporting and challenging the school, ensuring that pupils are empowered to reach their potential.

The school's planned curriculum is shaped by the vision. Pupils are nurtured, enabling them to flourish. Enrichment and extra-curricular experiences such as forest school, educational visits, themed days, music and sporting events support this. These opportunities broaden the pupils' experiences and deepen learning. Pupils are confident, ambitious and resilient learners who embrace challenge and aim high. Leaders monitor the impact of the curriculum to ensure it raises aspirations and reflects the vision. A growing number of pupils have additional learning needs. Therefore, the school has responded with personalised teaching, additional resources and strong collaboration between staff and families. Leaders actively encourage an inclusive ethos and are ambitious for pupils whatever their starting points. This inclusive approach enables them to thrive and feel valued. The school fosters a shared understanding of spirituality as 'an appreciation of what is greater than ourselves'. Pupils are encouraged to explore life's big questions. They reflect on moments of awe and uncertainty and engage with their own and others' perspectives. However, opportunities for spiritual development are not fully mapped across the curriculum which limits consistent spiritual growth.

Daily collective worship is a highly valued and integral part of school life. Serving to enrich and enhance spiritual flourishing it inspires a sense of belonging and a deeper understanding of Christian values. Collective worship brings the school community together stimulating meaningful moments of reflection and prayer. Well-planned and inclusive, worship creates a supportive, welcoming environment. Pupils of different backgrounds engage meaningfully with Christian values and beliefs. As a result, pupils flourish spiritually. Worship is joyful and celebratory, inspiring pupils and lifting their spirits. It encourages stillness, thanksgiving to God and a deeper awareness of self and others, fostering emotional and spiritual growth. Pupils are regularly invited to express their thoughts and feelings. This helps them reflect on how values apply to their lives. Older pupils play an active role as worship monitors, leading the practices of formal worship by representing the Trinity symbolically: opening the Bible, placing the cross, and lighting a candle. These actions deepen pupils' understanding of Christian beliefs and enhance their connection to the school's distinctively Christian character.

In this rural school an inclusive and equitable culture is underpinned by trust and collaboration. People are treated with dignity and respect through a nurturing approach. The buddy system supports the wellbeing of younger pupils. Therefore, they feel supported and cared for and strong relationships flourish. The school is deeply committed to meeting individual needs. This is driven by a passion for improving pupils' life chances. Consequently, school life is shaped to help pupils thrive and reach their potential. Positive behaviours are repeated at home reinforcing the strong partnership between school and families. Relationships across the school are exceptionally strong. These are built on mutual care, respect and kindness. Therefore, pupils are well-mannered and respectful. Strong communication and teamwork are strengths of the school. This results in a cohesive and supportive environment where members of the school community are empowered to grow academically, spiritually and emotionally. A loving and supportive culture ensures staff feel valued, heard and understood. This leads to strong engagement and high morale. Leaders prioritise wellbeing, offer flexible working and provide high-quality professional development. This is appreciated and valued by staff. They are deployed according to their strengths fostering trust, teamwork and high levels of retention.



Pupils demonstrate an understanding of the concept of justice. They recognise that they have the power to make choices that can positively influence the world. This is lived out through various partnerships such as the annual Bishop's Lent Challenge. With a focus on caring for the world, pupils planted pansies and distributed them to neighbours. Wonderful messages were received from neighbours thanking the school. Such partnerships deepen pupils' sense of responsibility and offer meaningful ways to engage with real-world issues. Through these experiences they develop empathy and a strong sense of right and wrong. Pupils are empowered to become active, compassionate and informed citizens. Their involvement promotes critical thinking, collaboration and respectful dialogue whilst valuing the perspectives of others. For example, each term a pupil is recognised for being an advocate for change. One was recently inspired by Rob Burrow's charity work to raise awareness of Motor Neurone Disease. However, pupils do not have regular opportunities to respond to such issues. This limits their understanding of how they can be agents of change.

The RE curriculum has been thoughtfully and carefully constructed to ensure that pupils are appropriately challenged as they progress through the school. It builds on prior learning, introducing increasingly complex concepts and ideas. Wide-ranging and thought-provoking, it encourages pupils to consider multiple viewpoints and engage in meaningful reflection. Staff benefit from appropriate training enabling them to deliver the curriculum effectively using an enquiry-based approach. This empowers pupils to explore their own beliefs while appreciating those of others. Pupils demonstrate both confidence and sensitivity when exploring complex and ethical issues. They engage meaningfully with a strong emphasis on developing knowledge and understanding of Christianity. For instance, through discussions on questions like 'Was Jesus the Messiah?' and 'What did Jesus do to save human beings?' As a result, they develop the ability to engage in respectful dialogue. However, the curriculum does not fully reflect the diversity within Christian beliefs and traditions. Pupils explore a variety of worldviews and religions in addition to Christianity. The impact of this is evident in their growing curiosity about others. This supports them to be compassionate, open-minded and informed members of a global community.

Information

Address	Church Lane, Castle Camps, Cambridge, Cambridgeshire, CB21 4TH		
Date	27 March 2025	URN	110784
Type of school	Voluntary Controlled	No. of pupils	118 + 5 nursery 123
Diocese/District	Ely		
Headteacher	Alexandra O'Connor		
Chair of Governors	Alison Mansfield		
Inspector	Beverley Derrett		