

CASTLE CAMPS C OF E (VC) PRIMARY SCHOOL

PARISH SCHOOL COVENANT

ACTION PLAN (UPDATED 14.1.25)

Area 1- Love ('Agape' - self-giving love) - Joint relationships and professional behaviours

Actions and achievements in this area

- The school has a notice in its reception area affirming its Christian foundation and focus.
- The church has safeguarding in place in each of the three parishes that comprise the catchment area for Castle Camps school. A notice outlining safeguarding arrangements is posted in the porch of each church.
- There is close professional contact between the church and the school. There are three Foundation Governors in the Governing Body, one of whom is the Team Vicar.
- Foundation Governors have played a key role in shaping the vision and values of the school. They take an active role by contributing their professional knowledge and experience to the Governing Body, and its committees, helping to implement their decisions. A named school governor has responsibility for religious education and collective worship. This governor monitors the policy and practice of collective worship and liaises with the head teacher. The governor also reports to the Governing Body on religious education and collective worship.

Area 2- Community ('Koinonia') - Engagement, belonging and servant heartedness

Actions and achievements in this area

School in Church

- Until recently, most special services for the school (Christmas, Easter, Remembrance) were held in the United Reformed Church (URC) in the centre of the village, a short walk from the school.

This was because All Saints Parish Church Castle Camps is situated in a remote location about a mile from the village and school. Walking to it can be hazardous, but the cost of arranging buses to it is disproportionate. The same applies to the other two Anglican churches in the catchment area.

Limited use of All Saints is, however, made for RE visits and the 'celebrating our leavers' service.

The URC has closed and cannot currently be used for school services. It has been acquired by a resident of the village for community use when reconfigured. If it is available for religious services when it has been reconfigured, the school will seek to use it again and show its Christian presence in the parish.

- Pupils, parents and staff of the school are invited to attend regular and special Sunday church services, such as Carol Services, held in the three Anglican churches in the catchment area. Take up is low as many do not live in the villages. The offer is nonetheless extended and publicised in the School.

Church in School

- Members of the Team churches take part in 'Open Book' presentations of Bible stories in school assemblies. Consultation with the Head Teacher ensures the content is aligned with the RE curriculum. Recent examples of stories enacted include 'Jesus and the Taxman', 'The Lost Coin' and 'The Big Party'. These presentations feature a narrator and performers. The dancing and acting are enthusiastically received by pupils. Currently there are two Open Book presentations a year which is the most that can be accommodated in the school's collective worship schedule.
- The Team Vicar leads collective worship in school on key dates in the Christian calendar, including: Remembrance Day, Advent, Pentecost and Easter.
- Traditional Christian elements such as blessings and prayers are incorporated in special services such as Year 6 valedictory services which the church leads. Pupils are encouraged to develop extemporized worship.
- For several years, the church has held a special Remembrance Service with the school around the Castle Camps Village war memorial. When each name on the war memorial is read out, a child plants a cross in the grass.
- Individual church members attend School activities such as collective worship, school plays and parents' evenings.

Area 3- Distinctiveness- Engagement, belonging and servant heartedness

Actions and work done in this area

- The School has adopted a clear and distinctively Christian, bible-based vision, *Life in All Its Fulness*, (John 10:10). This is prominently displayed and explained on its website. The vision is covered in more detail in Area 4 below.
- The vision is supported and delivered through its six core values of *love, courage, wisdom, respect, hope & community*. These reflect the aspirations and expectations in the 1865 School's Foundation document. These values are also clearly set on the website.
- Practical application of these values inside and outside school is encouraged. The actions expected of pupils to apply these values are all linked to bible stories. Pupils are urged to show through their actions how they demonstrate these values at school and home.
- The school's daily acts of worship focus on Christian themes. A weekly Golden Book Assembly celebrates pupils who have demonstrated the six core values. The School's collective worship plans are displayed on the website to give parents and pupils a clear picture of how the values will be covered in each half term.
- The website also explains that the core values sit alongside the School's espousal of five distinctively British values: democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- The website makes clear that a distinct value is placed on Religious Education as a core subject in the school's curriculum. It emphasises that knowledge and understanding of the Christian faith are particularly important to the school. It also stresses that the school aims to develop pupils' understanding of other faiths and worldviews presented in Great Britain today, including Humanism.

- Distinctively Anglican worship is promoted in the School through the prayers and blessings used in collective worship, before lunch and at the end of the day. Pupils learn and say together from memory The Lord's Prayer, Lunchtime Prayer and Home time prayer. Members of the Linton Team leading collective worship and special services introduce typical Anglican insights for pupils which uphold and complement the curriculum.
- The School uses a range of resources alongside the Ely Diocesan Board of Education plans and thematic units for collective worship. These are based on the traditions of the Christian faith including reflection of the festivals and events of the Christian calendar.

Area 4- Live a life in all its fulness through wisdom, hope, community and respect

Actions and achievements in this area

Living out the Anglican vision for education in supporting children and families to lead full and flourishing lives

- As noted above, the school vision has sought to capture the intention of the vision in the Foundation document.
- As outlined above, the school works with the church to develop Christian distinctiveness in relation to the school's vision and values both in the school and wider community.
- As noted above, a member of the school's governing body has explicit responsibility for monitoring adherence to its vision and values.
- Intercessions are regularly and explicitly offered for the school in church services.
- The church offers support to vulnerable families of pupils of the school on an individual basis.

Work for the common good of the whole community

- As noted above members of the local churches are encouraged to, and do, support events at the school and pupils and staff are encouraged to attend church services other than those specially run for the school.
- As noted above the school participates in community events run by the church such as Remembrance Day
- Foundation Governors play a full part in seeking to resolve school-related issues which affect the wider community such as parents parking and dropping off and collecting pupils round the school.

Enable those in the school and parish to guide wisely and be proactive in healing, repair and renewal when things go wrong

- All School Governors and members of the Parochial Church Councils of the three catchment area parishes undergo regular safeguarding and other relevant training. The aim is to promote awareness of the issues and knowledge of what can be done to address them.
- The wellbeing of those with leadership roles in the school and church is regularly monitored and supported through various established mechanisms.

Generously participate in community life

- The Head Teacher regularly communicates the School's activities to the community through the parish magazines and the church's activities are similarly regularly publicised.
- Long-term family links with the School creates ongoing good will between the local community and the school. The School seeks to reciprocate through appropriate community engagement. An example of this reciprocity is School's custom of leaving a pot of flowers on each doorstep in one of the three catchment area villages at Easter.

Respect and value the worth of each person in our institutions & community

- The school and the church share a vision of the unity of mankind with God and the unity of all people with other people forming the basis for cultivating respect and value for the worth of each person. This vision will be taken forward by the School through its 'spirituality' programme (see below).

Next Steps and Evaluation

Area 1- Love ('Agape' - self-giving love) - Joint relationships and professional behaviours

Next steps

- Our shared commitment to safeguarding will be upheld and strengthened through regular training.
- The school's governance was rated as good by OFSTED in the recent full inspection of the school. We aim to maintain and develop the contribution of the Foundation Governors in upholding and, if possible, enhancing this rating.
- Explore the possibility of a school Chaplain in liaison with the Linton Team Ministry.

Area 2- Community ('Koinonia') - Engagement, belonging and servant heartedness

Next steps

- Maintain and, if possible, expand the Open Book events to once a term.
- Get the school involved in the Village Open Gardens event run by the church for fundraising. The school has expressed interest.
- Restore, if possible, in-church services for the School in the ex-URC from Easter 2025.
- Work more closely Linton Team Ministry in school.
- Consider developing supervised inter-generational sharing times between members of church congregations and pupils, subject to the necessary safeguarding measures.
- Closer communication between the church and the school.
- The Head Teacher to continue sharing school updates in the Camps and Horseheath Parish magazines.

Area 3- Distinctiveness- Engagement, belonging and servant heartedness

Next steps

- The Church and School to pilot two Key Stage workshops on the Eucharist in the summer term 2025. Rector Paul to pilot these.
- Continue to nurture a distinctive Christian ethos in the school.

Area 4- Live a life in all its fullness through wisdom, hope, community and respect

Next steps

- The School will be involved in the next Open Gardens event organised by the church scheduled for 12 July 2025. It is expected that this will involve pupils serving teas and refreshments to visitors to the gardens.

- To renew the use of Prayer Spaces throughout the school.
- The School is continuing to develop a broader understanding of spirituality as something that is not exclusive to RE and collective worship, but which runs through all aspects of the curriculum, including trips, playtimes, Forest School, outdoor learning, clubs etc. The School will be using the Window, Mirror and Doors model which the Headteacher has now introduced to pupils. The model focuses on developing three different perspectives on awareness:
 - WINDOWS or learning about life by looking outward, providing pupils with opportunities to become *aware* of the world in new ways; to *wonder* about life's 'wows' (things that are amazing and unexplainable as to why they evoke such a response) and 'ows' (things that upset us and cause us to be uncertain). In this, pupils learn *about* life in all its fullness.
 - MIRRORS or learning from life by looking inward, giving children opportunities to *reflect* on their experience, to *meditate* and *reflect* on life's big questions and to consider some possible answers. Pupils learning *from* life by exploring their own insights and perspectives and those of others.
 - DOORS or learning to live life by stepping out and living our values. Pupils are given the opportunity to *respond* to all of this; to *do* something creative as a means of expressing, applying and further developing their thoughts and convictions. They learn to *live* by putting into action what they are coming to believe and value.

Evaluation

We commit to meeting termly to evaluate progress on the Next Steps.