

Summary SIAMS Self-Evaluation: Castle Camps C.E. (V.C.) Primary School

Introduction

- An ongoing culture and practice of robust and rigorous self-evaluation is strongly recommended for the principal benefit of the school. There is an expectation that school leaders and other members of the community have evidence-based knowledge of the impact of the vision, policy, and practice of the school and this can only be achieved by means of effective self-evaluation.
- A separate summary of the school's ongoing self-evaluation should be available for a SIAMS inspector.
- This template is offered by the National SIAMS Team, and its use is not a requirement. Schools may prefer to use a template of their own.
- Self-evaluation templates are available on the SIAMS pages of [The Church of England website](#).



School's Theologically Rooted Christian Vision

Our 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:

'-to permit the said premises and all buildings thereon erected, or to be erected, to be forever and hereafter appropriated and used as and for a school for the education of children and adults, or children only, of the labouring, manufacturing and other poorer classes in the Parish of Castle Camps.' (16th February, 1865)

Our Values

Our vision intrinsically links to our core values of *Love, Courage, Wisdom, Respect, Hope & Community* which are at the heart of everything we do at our school. We use actions to remember these

Inspection Conversations: Context

Context 1: Who are we?

Castle Camps CE Primary School is a voluntary controlled village primary school in the rural village of Castle Camps in South Cambridgeshire, with 123 children on roll, including 8 pupils who currently attend our nursery provision. The school has a strong Christian vision and ethos that is valued and shared by the whole school community. We are very well supported by our parents and have strong links with local and wider community. The school has 5 classes named after woodland animals; a celebration of our beautiful rural setting and God's creation.



	<p>Following our recent OFSTED inspection (September 2024) the school was graded as Good within all categories. We have worked hard to uphold this standard and are proud of our achievements.</p>
<p>Context 2: What are we doing here?</p>	<p>Castle Camps CE Primary School is a happy, safe and inspiring place to grow and learn, where we enjoy the learning experiences each new day brings. Everyone is supported and nurtured through our distinctively Christian ethos and shared Christian values. It is our aim to develop and sustain a life-long love of learning by building for our future in a diverse and ever-changing world. Rich and wide-ranging experiences enable everyone in school to be creative and develop the personal skills required to be responsible, confident and considerate; taking pride in all that we do.</p> <p>Our vision, which was agreed through joint consultation, is for the common good of all the community. We are an inclusive school in every sense and warmly welcome children from different backgrounds and cultures – all faiths or none. We learn together as a community of unique individuals, doing everything in love.</p>
<p style="text-align: center;">Inspection Questions (IQ) :</p> <p style="text-align: center;">How then shall we live? (This information is key to enabling inspectors to make evidence-based judgements.)</p>	
<p style="text-align: center;">INSPECTION QUESTION (IQ)</p>	<p style="text-align: center;">IMPACT OF PROVISION AND SOURCES OF EVIDENCE</p>
<p>IQ1 How does the school’s theologically rooted Christian vision enable pupils and adults to flourish?</p>	<p>Our OFSTED Report in September 2024 stated: ‘Pupils at this small school embrace the school’s vision of life in all its fullness’. Leaders at all levels embody our Christian Vision through every aspect of school life and know that our school is an enabling environment that is welcoming, inclusive and supportive. Staff are deployed in roles throughout school that are relevant to their skill set, experience, qualifications and</p>



	<p>interests. Relationships with parents are strong – via informal daily interactions but also further opportunities to be involved in school in a range of different ways. As a result, parents feel well supported by school and value strong communication links. Children leave in Year 6, as mature and responsible citizens who are secondary-ready. School offers a wide variety of opportunities both within and beyond learning in the classroom. All stakeholders feel that they belong; they are encouraged and supported appropriately to do well; and they give back to our school and wider community in a range of ways. All involved in school invest so much into supporting one another and making a difference to our children and our families – including the incredible goodwill of all staff and the commitment of our parents.</p>
<p>IQ2 How does the curriculum reflect the school's theologically rooted Christian vision?</p>	<p>The curriculum is carefully planned and sequenced to ensure all pupils build on learning that has gone before. It is based on depth of knowledge and the development of key skills to flourish as responsible, ambitious, confident and determined citizens who are not afraid of challenge and have a 'can do' attitude to life and learning. Our strong extra-curriculum offer provides a range of quality experiences throughout the school year: these include: school visits to London, a range of extra-curricular clubs, Forest School and singing as part of the Young Voices Choir, or experiencing other musical genres through iRock or the English Touring Opera. The impact of a carefully planned and sequenced curriculum is evidenced through monitoring and evaluation by leaders. Parents and OFSTED speak highly of our curriculum offer, which is clearly communicated via our website. Outcomes in statutory assessments demonstrate that pupils do well at school. Our Christian Vision is all inclusive; we strive to ensure that all pupils regardless of disadvantage are able to flourish. Attendance is good and behavior is excellent.</p>
<p>IQ3 How is daily collective worship enabling pupils and adults to flourish spiritually?</p>	<p>Our Christian Vision is lived through daily acts of worship in school which are inclusive and welcoming to those of faith and of no faith. It is valued by all. Our consistent format ensures all Collective Worship is rooted in teachings of Christ and has an agreed structure. Staff ensure that pupils can relate to the message/learning in our collective time and that the focus is relevant to their own lives and interests so that</p>



	<p>they learn and grow spiritually, as well as emotionally and socially. This is regardless of their beliefs or non-beliefs. To embed a shared understanding of spirituality and develop opportunities for spirituality in our curriculum is a current priority.</p>
<p>IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p>	<p>Pupils are well-supported by strong pastoral care of all staff and peers. Children genuinely support and care for one another and celebrate each other's success and achievements. Pupils know how to keep themselves safe; how to ask for help when needed and know that their wellbeing is valued. Early intervention is effective to identify and then support individual pupils as and when required. Staff well-being is central to the effectiveness of our school and supports the wellbeing of our pupils and parents. Positive relationships with all are fundamental and drive our words and actions every day. A range of specific initiatives have been introduced to support well-being for staff including regular staff tea parties, flexible working and the ability to complete PPA away from the school site. Parents are supported through our daily informal interactions, alongside a range of specific initiatives, including: courses with our EIFA, new starters transition events for parents and curriculum workshops to support learning at home and improve parental engagement with learning etc. The school ethos focuses on everyone being safe, feeling happy and knowing that they have the capacity to grow.</p>
<p>IQ5 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?</p>	<p>An extensive range of partnerships enhance pupils' sense of responsibility and justice both locally, nationally and internationally. All pupils have an active role in school and are nurtured to be courageous advocates – they are able to voice their opinions freely; are involved in decision making and feel empowered to instigate change, challenge injustice and support causes they feel passionate about – e.g. a courageous advocate in KS2 involved the whole school in raising funds for research into Motor Neurone Disease. There are opportunities to be involved in real-life projects across the curriculum so pupils know that they are having a real impact in their local areas and further afield – REACH foodbank, Operation Christmas Child and Children in Need. The school curriculum and collective worship encourages pupils to exercise freedom</p>



	to speak up; ask big questions; discuss topical issues in a safe environment and challenge opinions of others in respectful ways.
IQ6 Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)	<p>RE at Castle Camps CE Primary School is based on the Cambridgeshire Agreed Syllabus. Children are taught in discreet RE lessons, which are delivered weekly. Children are taught about Christianity, other religions and world views throughout the school, with progression in understanding ensured through use of the Suffolk-based Emmanuel scheme, together with Understanding Christianity. Children will revisit key concepts of the main principles of Christianity and other religions at different stages of their learning. This can be seen on our long term plan, which also links the units to assessment statements.</p> <p>Children develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom. Children are given opportunities to express their ideas in creative ways. We find excitement and joy in the richness and variety of our ideas.</p>
IQ7 What is the quality of religious education?	

