

Castle Camps Primary CE (VC) School Self-Evaluation Form

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.
 1. 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.
 2. 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 derived from **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)

We are an inclusive school 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. Our children are encouraged to embrace our ever-changing world with confidence, courage and creativity. They are taught to respect and care for themselves, others and their environment, and to challenge themselves academically, physically and spiritually.

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 hand actions to remember these, which are on display outside Deer Class.

Wisdom

The Bible talks of wisdom as a gift from God. Wisdom is not about how clever someone is; it is about how we use our knowledge to make the right choices and decisions, being prepared to listen to the advice of others, thinking before speaking and choosing silence over words. At Castle Camps Primary School, wisdom involves considering others, deliberating over the issues, reflecting on the long view and taking into account all possible consequences.

James 1 'If any of you lacks wisdom, he should ask God, who gives generously to all without finding fault, and it will be given to him.' (NIV)

Respect

Respect can mean simply treating each other with politeness and courtesy, and recognising that everyone's contribution is important and that everyone's feelings should be considered. At Castle Camps, we regularly discuss how respecting someone does not mean that we always agree with the other person but that we are prepared to listen and share our views with sensitivity. Christians recognise that respect needs to start with respect for ourselves and our own unique contribution to our homes, schools or communities. Having self-respect means being able to celebrate our gifts and talents, looking after ourselves and the bodies that God has



given us. Having self-respect also means nurturing our talents so that we the best we can be, honouring how God has made us and being confident about who we are.

'So in everything, do to others what you would have them do to you' Matthew 7:12

Love

Love is a very important value to us as a school. Love underpins everything that we do. It is very much 'the why' of who we are. Love is evident in our relationships with each other and in our actions to support our community and our world. We see it in our interactions at school and home, feel it when we are together, and experience it through how others act towards us. Christians believe that it is by understanding God's love for us that we truly love others.

'Above all, clothe yourselves with love, which binds us all together in perfect harmony' Colossians 3:14

Courage

Courage is often about continuing to do what you would normally do even when faced with extraordinary situations. Christians believe that God asks us to offer our skills, talents and abilities in the face of adversity, and that we should use that courageousness to achieve great things. The word 'courage' comes from the Latin word 'cor' = heart.

'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.' Joshua 1.9

Community (Koinonia)

Through Christ we all share fellowship with one another as one big family, both within our school, the local area and the wider global community. Koinonia comes from the Greek word meaning community or fellowship. Together we can grow in our relationship with one another and with God.

1 Thessalonians 5 v 11 'Therefore encourage one another build one another up, just as you are doing.'

Hope

At Castle Camps, we have high hopes and aspirations for our future, our school and community. We also understand that faith gives us hope for both now and for the future, and that this hope brings us confidence. Hope for us means that there is always a future, whatever situation we are in, because God promised to never leave us, to always love us, and to help us in times of need. With hope we can work for a better future.

'The light shines in the darkness and the darkness has not overcome it.' John 1:5



Inspection Conversations

<p>Context 1: Who are we?</p> <p>a. Is the school a Church of England, Methodist or joint denomination school?</p> <p>b. Is the school voluntary controlled or formerly voluntary controlled; voluntary aided or former voluntary aided; or does it have another designation</p> <p>c. If a former voluntary controlled school does it, as an academy, provide denominational education?</p> <p>d. What phase is the school – first/infant, junior, primary, middle, secondary, high, all-through? What is</p>	<p>Our Church of England Voluntary Controlled school is situated in a small, rural village within the Ely diocese and sits on the border of Cambridgeshire, Essex and Suffolk. 64% of the pupils live outside of our catchment area (2024); the majority of these being in the town of Haverhill. Our <i>out of catchment</i> families demonstrate a tremendous commitment to our school by commuting to us every day. Parents indicate our family-feel, high standards of behaviour and achievement, and noticeable Christian values are key drivers for choosing Castle Camps above other local schools.</p> <p>The catchment children are from households with greater percentages of higher education, higher social class and less ethnic minority backgrounds than the national average. However, it is an economically diverse community and we have some families in “Pockets of Poverty”, facing financial hardship. In recent years, the number of pupils with SEND and pupils in receipt of pupil premium has increased.</p> <p>The school has 5 classes named after woodland animals; a celebration of our beautiful rural setting and God’s creation. Parents speak positively about our school and recommend us to other families. Currently, there are 123 pupils on-roll (including our 8 Nursery children). In 2018, our local MP the Hon. Lucy Fraser, opened our school Nursery. Our Nursery, which was established by a leading Early Years Practitioner, has now been combined with our Reception class to create an exceptional Early Years Unit.</p> <p>The current Headteacher was appointed in September 2013 and is well-supported by the Deputy Headteacher and the team of professional, dedicated and compassionate staff. All members of staff live out our core values of Love, Courage, Wisdom, Respect, Hope and Community, which are at the heart of everything that we do at our school.</p> <p><i>‘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.’ SIAMS 2025</i></p> <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>The school has an experienced, talented and established staff team. Senior Leaders are stringent in their recruitment processes to ensure only the right people are appointed to new posts and that they are fully invested in our school community. We are proud that</p>
--	--



<p>the number of pupils on roll?</p> <p>e. Is the school an academy or a maintained school? Is the school part of a federation?</p> <p>f. How is school (and trust) leadership structured and organised? If part of a trust, what authority is delegated locally?</p> <p>g. What characterises the school's pupil profile, and the community within which it is situated and/or that it serves? For example, how ethnically, culturally, and socially diverse is the community? And, what are the educational needs of pupils?</p>	<p>when staff do leave us, they move on to further study or promotions within the field of Education. We feel this is a positive reflection on our commitment to professional development.</p> <p>Governors share the Leadership Team's ambition and vision for the school and provide confident, strategic leadership to create robust accountability, oversight and assurance for educational and financial performance.</p> <p>The school works in close partnership with the Local Authority, Diocese of Ely, Parish Council and the other schools within the Linton Cluster. Staff and pupils also benefit from close links with the Cambridge Maths and English Hubs, and South Cambs Sports Partnership.</p>
--	---



<p>h. What church and DBE/MAST partnerships does the school have?</p> <p>i. Does the school have any other links or partnerships?</p>	
<p>Context 2: What are we doing here?</p> <p>a. Considering the answers under 'Who are we?', what is the vision of the school and of the trust?</p> <p>b. How is the school's vision a clearly-articulated, theologically rooted Christian vision? How is the trust's vision resonate with this?</p> <p>b. How do the specific needs of the school community inform</p>	<p>Our Vision for Castle Camps Primary School is deeply Christian , with Jesus' promise of 'life in all its fullness' at its heart (John 10:10'. 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. Please see below:</p> <p><i>'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.'</i> (16th February, 1865)</p> <p>Our vision 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. Our vision was chosen following consultation with the Governors and the school community. A Governor working party was established, which reflected a range of views. Advice was also sought from our EDRA and the opinions of children collected. We felt that 'Life in all its fullness' not only matched the Church of England's vision for education, but also reflected our aspirations for every child at Castle Camps, whatever their background or belief. It was an inclusive vision for everyone.</p> <p>Our children are encouraged to embrace our ever-changing world with confidence, courage and creativity. They are taught to respect and care for themselves, others and their environment, and to challenge themselves academically, physically and spiritually.</p> <p>Following a detailed study by the Governing Body, school leaders have decided to remain a maintained school for the current time. We feel that this enables us to preserve and build upon our original Christian foundation and be responsive the direct needs of our</p>



<p>the theologically-rooted Christian vision? In other words, do leaders understand the school's context, and do they know how to respond to it theologically?</p> <p>c. Why have school leaders decided to be a maintained school/an academy? How does this status enhance the effectiveness of the school as a Church school?</p> <p>d. As a result of the school's Christian vision, original foundation, and current context, why are school and trust structures of governance as they are?</p>	<p>context and school community. The school's governance structure ensures that the original Christian foundation is maintained. We currently have 3 Foundation Governors, including our Team Vicar, on the Governing body.</p> <p>Plans for Collective Worship are prepared in advance and can be found published on our school website. Wednesday collective worship gives class teachers the opportunities to lead worship with children, supported by children in their classes. Although ideas are suggested to ensure coverage and continuity, class teachers and children are creative in their approach to meet the needs of their class. The school's policy for Collective Worship can be found on the School website.</p> <p>Worship is a key strength in the school community and seen as the focal point of the children's day. It is a positive experience where achievements are celebrated (Dance, Gymnastics Awards, Courageous Advocacy etc) and children have the opportunity to reflect upon their spiritual experiences (the <i>Ow</i> and <i>Wow</i> moments). Within worship, we celebrate God's love but also address the reality of human failure, forgiveness, reconciliation and a new start. After worship times, children have the opportunity to write their own reflections and deepen their understanding through class worship, R.E. lessons and prayer spaces. This enables pupils to reflect on a personal level or as part of a small group.</p> <p>We use a range of resources and thematic units for collective worship which are based on the traditions of the Christian faith – this includes reflection of the festivals and events of the Christian calendar. Sometimes the themes of our assemblies reflect and build on topics that we teach as part of the school curriculum. Our weekly Golden Book collective worship celebrates pupils who have demonstrated our core values of: <i>Wisdom, Respect, Love, Courage, Community and Hope</i>.</p> <p>Our time to meet together is the same time every day (10:10am). This allows time for the children to arrive and settle into their class prior to gathering together as a whole school. We follow a set pattern for each Collective Worship that is adhered to. At the start of worship, we say a welcome and response, then introduce and expand upon the theme for the day. A hymn is sung and time for personal reflection is clearly indicated. Every collective worship ends with a prayer. The whole school knows a range of hymns that fit with the liturgical calendar and are sung at our whole school collective worship or services.</p> <p>The school has strong links with the Diocese through half termly EDRA visits, regular training opportunities and visits to the Cathedral. The school was visited by the new Director of Education for the Diocese in October 2024. Pupils have enjoyed participated with online services from the Cathedral (Christingle Service).</p> <p>The school maintains strong links with the Parish Church of All Saints. As the church is not within easy walking distance, we are unable to visit as regularly as we would like to. However, Revd Ian has led services in our United Reformed Church Chapel, which is</p>
--	---



<p>e. How do governance accountability and delegated authority in the school and trust enhance the work of the school as a Church school? How do leaders know this?</p> <p>f. What are the school's arrangements for collective worship? Why are these arrangements in place?</p> <p>g. How is religious education structured and organised? Why have these decisions been made?</p> <p>h. What is the relationship between the school/trust and the DBE and/or MAST? How do</p>	<p>within the village and easy to access. The children visit All Saints when possible and the whole school attends the Leavers' Service every year.</p> <p>Pupils also benefit from GenR8 Assemblies, at least termly. A small group from the local parishes attend at least once a term to deliver an Open the Book style collective worship. Every year, the children participate in the Diocese of Ely Lent Challenge.</p> <p>RE at Castle Camps CE Primary School is based on the Cambridgeshire Agreed Syllabus and was designed with support from the Diocese, our EDRA and staff working together. Children are taught in discreet RE lessons, which are delivered weekly. Children are taught about Christianity throughout the school (50% of the curriculum is Christianity and 50% other religions), with progression in understanding ensured through the use of the Understanding Christianity scheme. Children will revisit key concepts of the main principles of Christianity 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>In EYFS, the units are based on Christianity, but have links with other faiths. Faiths are introduced in more depth in Years 1 to 6, with all major faiths being covered more than once across school. Humanism is covered in Key Stage 2. Progression in other world faiths is ensured through using the Suffolk based Emmanuel scheme. Units with similar themes across different faiths enable the children to develop the skills to enquire and investigate similarities and differences between key concepts in different faiths and beliefs. Children are encouraged to question their learning and are able to do this in a safe environment.</p> <p>The school is well-supported by Diocese of Ely, who run a broad selection of training courses for staff and governors. The school has also benefitted from a close working partnership with the Ely Diocese Regional Adviser, who has supported the monitoring and evaluation of RE, preparation for OSFTED and developing our RE curriculum. Pupil voice has been a priority, with our EDRA and Foundation Governors meeting with children for their views on collective worship. To ensure that we are helping children to hold balanced and well-informed conversations about religion and belief, we are advocating that RE needs to provide a balance between the 3 disciplines of:</p> <ul style="list-style-type: none">• Theology• Philosophy• Human/Social Sciences <p>The RE leader will be working with the EDRA on reviewing the curriculum again to ensure these 3 disciplines are equally represented.</p>
--	---



these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?

- i. What is the relationship between the school/trust and local church/es? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?

The school has a longstanding relationship with the Parish Team Vicar, who supports collective worship in school. Open the Book Assemblies are popular with the children, as well as GenR8 visits. Historically, the school has benefitted from Godly Play sessions through the curate at St Mary's Linton, which encouraged the children's curiosity and imagination in experiencing the mystery and joy of God. This year, the school has been delighted to with Rector Paul from St Mary's Linton, to support Collective Worship, RE teaching and establish the Parish Covenant.

Our Foundation Governors act as a link between the parish and the school. They recently worked closely with the school and representatives from the community to produce a Parish Covenant, which sets out the shared missional ambitions, values and practical commitments between the school and the parish. In addition to their careful monitoring of the curriculum and well-being of the children, our Foundation Governors also maintain close links with the Parish Council; forming a working party with the school to tackle the issue of road safety in the village.



Inspection Questions (IQ): How then shall we live	
INSPECTION QUESTION (IQ)	IMPACT OF PROVISION AND SOURCES OF EVIDENCE
<p>IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?</p> <p>a) How is the Christian vision expressed, for example, through policies and character education/values that are faithful to the Anglican/Methodist foundation of the school?</p> <p>b) What other strategies might leaders employ to ensure that the</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'. We are proud of our community at Castle Camps and believe our vision runs through all aspects of school life. Safeguarding is a priority for us and our vision prompts us to take this very seriously.</p> <p>The school's Christian values form an integral part of daily life at school. From the moment prospective parents visit the school, to the Year Six children's final service, the school Christian values are celebrated. The school policies and practice are moulded around these values and are reflected in the learning environment. Our question is always: does what we do contribute to 'fullness of life'.</p> <p>Christian values are embedded in school life and these can be seen throughout the school within prayer spaces and other displays as well. Class webpages, What My Child Will Be Learning, Headteacher Newsletters and Parish Magazine articles, indicate the value of the month and are commented upon. Children know our values and are able to relate this to their own lives on a daily basis. Our values have a strong link with our Behaviour Policy (based on Cambridge Therapeutic Thinking) and systems which is embedded throughout the school. During Golden Book Collective Worship (on Fridays), a child is nominated who has displayed the current month's value that week. Feedback from parents and visitors is extremely positive and prospective parents often comment on the distinctive Christian ethos of the school, the friendly and caring feel as they look round.</p> <p>The school has an experienced, talented and established staff team. Senior Leaders are stringent in their recruitment processes to ensure only the right people are appointed to new posts and that they are fully invested in our school community. We are proud that when staff do leave us, they move on to further study or promotions within the field of Education. We feel this is a positive reflection on our commitment to professional development. We quickly identify support and training and encourage staff to take the next steps in their career, thus giving staff the opportunity to flourish:</p> <ul style="list-style-type: none"> • A Teaching Assistant in EYFS achieved her BA (Hons) in Early Education and has started her PGCE. • An EYFS Teacher has moved on (after 10 years of service) to become an Advisory Teacher for the Local Authority. • Our Deputy Headteacher is an NCETM Specialist in Maths Mastery and works in partnership with the Cambridge Maths Hub. She is an NCETM Professional Development Accredited Lead. • A Teaching Assistant has trained as a Forest School Leader and has established our Forest School.



theologically rooted Christian vision is a living reality that enables pupils and adults to flourish?

c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish?

d) How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?

- A KS2 teacher has successfully completed her NPQ in Literacy Leadership and has just started her NPQ in Leading Teaching.
- The Headteacher has completed her Masters of Education at Cambridge and a NQP in Executive Leadership (Church of England Provider).

Leaders ensure that high expectations are the norm for every aspect of school life, from academic standards to care for our school environment. However, we are mindful of the increasing pressures on staff and school resources.

Our SIAMS inspection in 2025 and our recent OFSTED inspection in September 2024, validated our self evaluation that our Christian vision enables pupils to flourish. Children speak positively about school life and demonstrate our 6 values.

Values in action & examples					
Wisdom	Respect	Love	Courage	Community	Hope
When confronted with a safeguarding disclosure from a friend, children have made the right choice and reported the concern to the Headteacher.	Children at Castle Camps care about our school environment and are keen to collect litter at break times.	The School Council decided to promote Operation Christmas Child, as our charity this year. Pupils thought carefully about what to include in their shoe boxes and demonstrated thoughtfulness and generosity.	One pupil completed the 3 Peaks Challenge in 25 hours to raise money and raise awareness for Motor Neurone Disease.	Every year, children distribute Lenten gifts and messages to the village. Our neighbours report how uplifting this act of kindness is.	A teaching assistant joined our school and was inspired to attend university to begin her teaching degree. Last year, she qualified and is now a class teacher.

Pupils achieve well from their starting points and we work hard to ensure that the most vulnerable children are well-supported. Behaviour is excellent and children care for each other. Partnerships with parents and families is strong; we work together to ensure the best outcomes for our pupils and encourage every child develop their own talents through a range of extra-curricular activities.



<p>IQ2 How does the curriculum reflect the school's theologically rooted Christian vision?</p> <p>a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?</p> <p>b) How is spiritual development an intrinsic part of the curriculum?</p> <p>c) How do leaders know that the curriculum is having the intended effect for pupils?</p>	<p>At Castle Camps, we have completed an extensive review and reworking of our school curriculum, which is responsive to the needs and rural, context of our school. Each subject area has a clearly mapped and sequenced curriculum that establishes the key knowledge and skills to be taught as children move through the school from EYFS to Year 6. There are clear end points which establish the destination, linked to the national curriculum. Our curriculum is designed to be ambitious and to meet the need of all learners, including SEND and Disadvantaged Pupils. We have created opportunities to broaden children's experiences through trips to London and the Y6 residential.</p> <p>The broader curriculum is further enriched by regular visits, visitors, themed weeks and events. For example, Science Week, WW1 Day, the English Touring Opera and whole school trip to the Tower of London. These are celebrated on our Facebook Page and School Website https://www.castlecampsschool.co.uk/stream/news/full/1/-//</p> <p>Castle Camps is an inclusive school, where our vision (Life in all its fullness) reinforces our commitment to supporting all our learners. https://www.castlecampsschool.co.uk/special-educational-needs-disabilities-send/</p> <p>Our experienced and dedicated SENCO (Mrs Evans) works in close partnership with all our families. She liaises closely with class teachers and TAs ensuring they have the necessary training to support the range of complex needs we have in school. Mrs Evans supports the wellbeing and SEMH needs of pupils and families and has completed the Senior Mental Health Lead training with DfE.</p> <p>Interventions and support ensure children have access to the full breadth of the curriculum. By the end of KS2, children are well prepared for the next stage of their education through close liaison and transition visits to our local secondary schools. The majority of our pupils transfer on to Linton Village College and this close partnership ensures that support systems are in place prior to our pupils moving onto Year 7. We also work closely with families to ensure they have the support they need to enable their children to thrive in the next steps in their education.</p> <p>Positive relationships and strong communication between TAs and Teachers ensure that staff know the children well and teaching is effective. Our Teaching Assistants provide invaluable and are key to our success. The work tirelessly to support all, especially our most vulnerable pupils, guaranteeing there are ready for the next stage of their education. Our disadvantaged pupils achieve well from their starting points and their progress is monitored carefully by staff, the SLT and Governors. All groups of students are tracked carefully, with the most vulnerable being a constant area of focus.</p>
--	---



<p>d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?</p> <p>e) How does being part of the trust enhance the school's curriculum?</p>	<p>At Castle Camps, we believe that we need to give all our children the chance to allow them to grow into the people God is calling them to be. We believe that is essential to explore Spirituality by educating the whole child, providing opportunities to be still and reflect, to explore their own spirituality and to respect others' spirituality and much more. Spirituality enables our children to be happy, flourish and succeed and live life in all its fullness. Spiritual development differs from person to person and is a very personal experience; it is not the same as having a religion or faith, as a person can be spiritual without having a particular faith. Family backgrounds may be very different and spiritual development must take account of the varied circumstances of staff and pupils. As part of our approach to spiritual development, we use the follow strategy in our school:</p> <p>WINDOWS: giving the pupils <i>opportunities to become aware</i> of the world in new ways; to wonder about life's WOWs (things that are amazing) and Oohs (things that bring us up short). In this, pupils are learning about life in all its fullness and glory.</p> <p>MIRRORS: giving pupils <i>opportunities to reflect</i> on their experiences; to meditate on life's big questions and to consider some possible answers. In this they are learning from life by exploring their own insights and perspectives and those of others.</p> <p>DOORS: giving pupils <i>opportunities to respond</i> to do all of this; to do something creative as a means of expressing, applying and further developing their thoughts and convictions. In this way they are learning to live by putting into action what they are coming to believe and value.</p> <p>We are highly effective in providing opportunities for all pupils and adults to grow spiritually through links with partnerships and we provide opportunities for children and staff to attend Church Services and collaborative events, supporting a range of charities as chosen by both children and staff and ensuring that mental health and wellbeing for all is at the forefront of all that we do.</p> <p>https://www.castlecampsschool.co.uk/collective-worship-1/</p> <p>Black History Month is celebrated in school every October. Staff are aware that the majority of pupils are from white British families. Therefore, it is important that children have opportunities to find out more people from different backgrounds and cultures. Our curriculum promotes courageogous justice advocates, such as Nelson Mandela and Rosa Parks.</p>
---	--



<p>IQ3 How is daily collective worship enabling pupils and adults to flourish spiritually?</p> <p>a. How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?</p> <p>b. How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?</p> <p>c. In what ways is the worship life of the school inclusive,</p>	<p>Collective worship is a central and highly valued part of our school day; we meet every morning. The sessions are led by different members of staff each day and a well-planned timetable allows timely coverage of the Christian calendar. Please see the school website for collective worship plans:</p> <p>https://www.castlecampsschool.co.uk/collective-worship-1/</p> <p>Monday Headteacher's Collective Worship - introducing the theme for the week linked to Bible teaching.</p> <p>Tuesday Class Collective Worship - reflection and response to Monday's worship</p> <p>Wednesday Class Teacher Collective Worship – exploring and extending the theme for the week in more detail</p> <p>Thursday Hymn Practice (sung worship) - time to learn new songs to sing in our assemblies.</p> <p>Friday Golden Book - awards presented including: Golden Book (links to our school value for the half term), Maths and English Certificates and House Points. We discuss how we have demonstrated our vision of <i>Life in all its fullness</i> this week.</p> <p>Collective worship gives the whole school community the opportunity to:</p> <ul style="list-style-type: none"> • Engage in an act of community • Express praise and thanksgiving to God • Reflect on the character of God and on the teachings of Christ through Biblical texts • Affirm Christian values and attitudes • Celebrate special times in the Christian calendar • Experience and respond to Anglican traditions and practices • Explore the big questions of life and respond to national events • Foster respect and deepen spiritual awareness • Be still and reflect • Share each other's joys and challenge. <p>A well planned and delivered worship schedule ensures children have opportunities to grow spiritually and develop a knowledge and understanding of liturgical traditions and the Church year. It's a time for prayer and reflection. As a result, it is relevant, meaningful, inclusive and inspirational to both children and adults alike. Collective Worship brings together the work of the school and</p>
--	---



<p>invitational, and inspirational?</p> <p>d. In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?</p> <p>e. How does the trust contribute to and enhance the school's worship and spiritual life?</p>	<p>demonstrates the Christian ethos and distinctiveness of the school, it is a celebration of all that we do in the name of God. Children talk enthusiastically and freely about the time they spend together in worship. The Structure for Collective worship is published on the school website.</p> <p>Worship is:</p> <p><i>Invitational</i> – students, parents and staff know there is no compulsion to be involved, and there is space throughout worship for students to reflect and respond in their own individual ways. Currently, only one pupil occasionally withdraws from Collective Worship in the Hall.</p> <p><i>Inclusive</i> - all can be involved and subject matter is tailored for those of a Christian faith, other faiths and none.</p> <p><i>Inspiring</i> - an awareness of the other. Students and staff are encouraged to reflect (Mirrors) and respond (Doors) on the messages of worship they take home with them.</p> <p>Our Team Vicar, Revd Ian Fisher, is involved in the delivery of school worship and we benefit from regular visits from the GENR8 Team and our Open the Book Group from the Parish. Links are made to our Collective Worship plan. Prayers are said daily in Collective Worship, alongside the Lord's Prayer, as well as our lunchtime and end of the day prayer. Prayer spaces are in each class where children can be still and reflect. Many parents and their wider families participated in online worship during the lockdown. It is clear that this online worship was of great benefit to many families in the school community. Parents reported back via Google Classroom that they enjoyed the experience and found it supportive at a difficult.</p> <p>The word worship comes from an old English word <i>weorþscipe</i>, which has been etymologized as worth-ship, so at its simplest it is to give worth to something or somebody, notably God, but also ourselves and the world in which we live.</p>
<p>IQ4 How does the school's theologically rooted Christian vision create a culture in which</p>	<p>The leadership team are passionate about improving the life chances for <i>every</i> child in our school. They have concentrated their time and resources on improving the curriculum and teaching across the school. Castle Camps is an inclusive school and the Senior Leaders have worked hard to ensure that the curriculum is accessible for all. Fixed term exclusions are exceptionally rare and there have been no permanent exclusions in over a decade. Our actions are driven by the needs of our learners.</p> <p>Our school is a strong inclusive community and staff and leaders work together to ensure everyone feels valued. Evidence from the recent pupil questionnaire stated that the vast majority of our children are very tolerant and enjoy finding out more about different cultures, religions and world views.</p>



<p>pupils and adults are treated well?</p>	<p>Racism and prejudice are tackled head on with assemblies and lessons; children are not afraid to discuss and debate difficult issues. Should an incident occur, a log is retained and regular check ins with the victim perpetrator takes place after the event to ensure there has not been a repeat of the unwanted behaviour.</p>
<p>a. How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?</p>	<p>Outside of lessons, pupils demonstrate a high degree of care and consideration. They are well-mannered and respectful. Pupils listen to others' opinions and learn from them. The 'Christian Values' that are embedded in school life are demonstrated by staff and children: <i>Wisdom, Respect, Love, Hope, Community and Courage</i>.</p> <p>https://www.castlecampsschool.co.uk/vision-values/</p>
<p>b. How do school policies and practice create a culture in which people's wellbeing is enhanced?</p>	<p>Pupils are quick to challenge poor behaviour and realise that staff are here to support them if there is a problem. The key is to 'treat others as you would like to be treated'. 98% of parents feel that the school makes sure that the pupils are well-behaved. Pupils' behaviour is extremely good both in and out of lessons (Parent Survey 2025).</p> <p>Incidents of bullying or racist behaviour are rare and children tell us that they feel safe in school (Pupil Questionnaire 2025: 95%), which is supported by parents (Parent Questionnaire - 100%). 1 incident of racist behaviour in Spring 2024 has been recorded. The matter was dealt with immediately and reported online with LA procedures. There have been no incidents reported since. Our OFSTED Report (September 2024) stated:</p>
<p>c. How is enabling good mental health for all central to the school's work?</p>	<p><i>'Pupils say they are treated fairly. They are confident that if they have any concerns there are staff they can speak to. Pupils trust that staff will act on their concerns. Pupils understand it is important to treat everyone fairly. They talk respectfully about people from different backgrounds and religions.'</i></p> <p>'In this rural school an inclusive and equitable culture is underpinned by trust and collaboration.' (SIAMS 2025)</p>
<p>d. As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including</p>	<p>The School Council have devised 5 Golden Rules which are used in school to promote positive behaviour. Children are taught about these expectations as soon as they start school and understand that with these expectations come responsibilities. We believe in catching children in rather than catching children out. We also share these expectations with parents and the wider community. We are a Cambridge Therapeutic Thinking school.</p> <p>Safeguarding is effective and children are taught how to stay safe. Staff are supported with training e.g. regular safeguarding updates in weekly briefings, safeguarding focus of the week, online safety training. Through assemblies and PSHCE lessons, important discussions about bullying, staying safe, rights and responsibilities and what to do if you need help are discussed with children. Safer recruitment practices are followed when appointing new staff. Internet and e-safety rules are made clear to children and adults through ICT lessons and notices near computers.</p>



	Our Senior Mental Health Lead shares information regularly with families and staff on a range of current issues and organises parent workshops with Naomi Shepherd our Link EIFA (for example, 'Tools for when children are challenging Workshop' November 2023 and
--	---



<p>those deemed to be vulnerable and/or disadvantaged, at difficult times?</p> <p>e. How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?</p>	<p>‘Digital Awareness’ October 2024). Staff reported to OFSTED that they feel: ‘- extremely positive about working at the school. They appreciate leaders’ support for their workload and well-being.’</p> <p>Our SEN provision is of a high standard and we fight hard supporting the parents for extra provision for children where it is needed. Thorough reports and IEPs (as appropriate) demonstrate the skills and care that is given by staff and parents for the children in school. The school works closely with external agencies to ensure quality provision. ‘The school is ambitious for all pupils. This includes those with special educational needs and/or disabilities (SEND).’ (OFSTED September 2024).</p> <p>When required, we have adopted a more specialised approach to supporting a few children’s behaviour in school including Risk Reduction Plans. This includes careful scripts, choices, rewards and protective consequences. We work closely with SEND services, advisory teachers and local support services to review provision and ensure that it is appropriate but also enables these pupils to have success as learners. We are always open to new approaches that may refine and sharpen our practice.</p> <p><i>‘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.’ (SIAMS 2025)</i></p>
<p>IQ5 How does the school’s theologically rooted Christian vision create an active culture of justice and responsibility?</p> <p>a) How does the theologically rooted Christian</p>	<p>Each term, we select a pupil who has been an outstanding advocate for change. In the Autumn Term, James, in Badger Class, was selected to receive this award. Inspired by the charity work of rugby legend, Rob Burrow, James decided that he wanted to raise awareness of Motor Neurone Disease. Not only did James give a short speech to his class on the subject, but in June, he completed the 3 Peaks Challenge, raising £1,265 for the MND Association, a charity focused on improving access to care, research, and campaigning for people affected by Motor Neurone Disease.</p> <p>This is a school which listens to children and values their ideas and the contributions they make. We have a well-established School Council that has responsibility for pupils ‘well-being’ and activities for charity ‘fundraising’. In addition they are involved with purchasing ‘Class & School extras’, such a Friendship post for the back playground and school water bottles. The members change every year with the new intake, so pupils feel they have ownership of these responsibilities and we are proud of their involvement in school life Our children form important decision making groups such as: School Council, Peer Mediators, Class Monitors and Sports Leaders. The children were involved in the recent refurbishment of our outside play area for Squirrel Class.</p> <p>Children are fully involved in the life of the school as peer mediators, school councillors, lunchtime helpers, and buddies, they all play a part in the smooth running of the school community. Our Year 6 buddies are outstanding role models for the younger children and</p>



<p>vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?</p> <p>b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?</p> <p>c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people's lives?</p> <p>d) How does the trust make a positive impact on the</p>	<p>have a long-lasting impact on the younger children. These friendships continue beyond Y6, for example when children in Y2 attended the LVC Singing festival, their former buddies popped in to visit them. This also occurs at Sporting Competitions. Last year, the school council conducted a traffic survey and wrote a letter to parents about road safety. This resonated with parents, as it was from the children's perspective. The school encourages the children to think of others and this is seen in the fundraising events for a wide range of charities, including Service Families' Charities, REACH Food Bank, the NSPCC and Children in Need (Tuck Shop). The school also are actively involved in the Bishop's Lent Challenge 2025 and Operation Christmas Child 2024 and 2025.</p>
---	---



<p>culture of the school?</p>	
<p>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> <p>a. How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school?</p> <p>b. How do school and trust leaders ensure that the religious</p>	<p>At Castle Camps, we strive to deliver the highest quality Religious Education, encouraging children to question, reflect and empathise. We develop the children's knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom. We explore the influence of the beliefs, values and traditions on individuals, communities, societies and cultures. We encourage openness and resilience when wrestling with challenging questions and nurture a spirit of respect and kindness in our discussions. 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> <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 (other World Religions) and the Understanding Christianity programme. 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>In EYFS, the units follow the Understanding Christianity scheme, but have links with other faiths. Faiths are introduced in more depth in Years 1 to 6, with all major faiths being covered more than once across school. Humanism is covered in KS2. Progression in other world faiths is ensured through using the Suffolk based Emmanuel scheme. Units with similar themes across different faiths enable the children to develop the skills to enquire and investigate similarities and differences between key concepts in different faiths and beliefs. Children are encouraged to question their learning and are able to do this in a safe environment.</p> <p>The RE Lead liaises closely with the Diocese for training opportunities and participates in regular monitoring with the Governors. Resources are purchased, as recommended for the given units.</p> <p>Teaching is good and work produced in RE books is of high quality and outcomes evidence a broad and balanced RE curriculum. It is evident that children have a love for learning and are excited to discover and reflect on new beliefs, views and traditions. As children progress throughout the school, they will develop a deep knowledge, understanding and appreciation of various beliefs, views, traditions and cultures.</p>



<p>education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?</p> <p>c. How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?</p>	<p>Teachers assess children’s work in Religious Education by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of each unit of study the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum. At the end of the year RE is reported to parents as part of the child’s annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.</p> <p>‘Pupils understand it is important to treat everyone fairly. They talk respectfully about people from different backgrounds and religions.’ OFSTED 2024</p>
---	--



The National Society Church of England and Church in Wales) for the Promotion of Education is a registered charity (313070) in England and Wales



The National Society Church of England and Church in Wales) for the Promotion of Education is a registered charity (313070) in England and Wales

