

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Egwin's Church of England Middle School			
Address	Worcester Road, Evesham, Worcestershire, WR11 4JU		
Date of inspection	4 March 2020	Status of school	Voluntary controlled middle
Diocese	Worcester	URN	116984

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Requires Improvement
Additional Judgement	The impact of collective worship	Grade	Requires Improvement

St Egwin's is a middle school with 450 pupils on roll. The majority of pupils are of White British heritage. The number of pupils who speak English as an additional language is in line with national averages. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The school takes pupils in year 6 from a wide variety of first schools, some of which are Church schools. The headteacher has been in post for nearly 3 years. Since the last inspection the school has grown and there is now an expanded senior leadership structure.

The school's Christian vision Through Endeavour, Excellence

We, the pupils, staff and governors of St Egwin's CofE Middle School, endeavour to create a happy, caring and purposeful ethos where relationships are based on respect in a fair and inclusive community. Everyone has the right to feel safe and valued for the person they are.

Key findings

- The headteacher and senior leaders have high aspirations for pupils, staff and each other. This is encapsulated in 'Through Endeavour, Excellence' and the desire to create a happy, caring and purposeful ethos.
- A newly articulated Christian vision of 'Love is Patient, Love is Kind' is expressed in the highly effective pastoral work of the school, which is valued by pupils and families alike.
- The role of the school as a Church school is not seen as being of sufficiently high priority within development plans and governors do not monitor its effectiveness as a Church school.
- Collective worship is in the process of being restructured. Worship times are not sufficiently focussed on how biblical teaching can support pupils in applying the school's Christian values to their daily lives, whatever their faith or belief.
- Religious education (RE) is led very well. Pupils have a good understanding of a range of faiths and so know how to treat each other with dignity and respect.

Areas for development

- Implement the distinctive Christian vision that is being developed so that it is explicitly used to drive policy and practice.
- Ensure governors more clearly understand the role of the school as a Church school and monitor its effectiveness as such against the school's Christian vision.
- Continue to develop collective worship so that it routinely enables pupils to consider the impact of the school's Christian vision and values on their daily lives, whatever their faith or belief.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

St Egwin's is a school that is ambitious for all its pupils and staff. This is encapsulated in its mantra of 'Through Endeavour, Excellence'. This drives all areas of school life so that pupils feel safe. They know what is expected of them and make good progress as they move through the school. A particular strength of the school is the love, care and support given to more vulnerable pupils and families. Parents appreciate the space that the middle school gives pupils to mature in a caring environment before the challenges of high school. Pupils have a wealth of extra-curricular experiences that add to their sense of belonging and community. This is because the headteacher is passionate about the role of the school in creating well-rounded pupils. The school has developed a rich curriculum that takes pride in enabling pupils to see themselves as global citizens. For example, links with Dumila school in Tanzania are helping pupils see how their actions can make a difference to others.

The headteacher and senior leaders have begun to explore how the vision of the school is to be rooted within a Christian narrative. Rightly identifying that a driving force of the school is the love and respect staff and pupils have for each other, they are using this as a starting point. Senior leaders speak passionately how the words of St Paul that 'love is patient, love is kind' (1 Corinthians 13:4) sum up the school's work with pupils and their families. The development of a biblical vision is in an early stage and governors have not yet considered how it drives the work of the school as a Church school. The current set of 18 values are being refined down to three, love, respect and endeavour. These are not yet set within their Christian context and are not used to drive key areas of the school's work such as collective worship. This is why the school requires improvement as a Church school.

All pupils make good progress in their three years at St Egwin's. More vulnerable pupils make very good progress so that they are well prepared for high school. This is because the current vision for the school sets very high expectations for pupils and staff so that they work hard. The rich mix of heritage within the school is celebrated by all. Teachers greet pupils in their home languages and go the extra mile to ensure that these pupils make good progress. In this way the school shows how it is truly inclusive and pupils learn the relevance of treating all with dignity and respect.

Governors are active participants in the life of the school. They are meticulous in monitoring the school development plan and ensure that their findings lead to change. They offer robust challenge to the headteacher and senior leaders. They do not monitor the effectiveness of the school as a Church school. Monitoring of collective worship has not ensured that it reflects the Christian foundation of the school. This is because this is not seen as a priority. The areas for development from the last inspection have not been addressed in sufficient detail to bring about meaningful change within the school. This is another reason why the school requires improvement as a Church school.

The school council takes a strong lead in many areas of the life of the school. They are currently drawing up a strategy for the school's charity work. They see this work as important because it is a way that they can help those less fortunate themselves. In some areas, they are beginning to understand how through this work they can be agents of change, although this is not well developed. The many extra-curricular experiences enable all pupils to find areas where they can excel. Teachers know pupils very well indeed and encourage them to shine.

The pastoral work of the school is a strength. The headteacher, driven by the current vision of the school for everyone to feel safe and valued, has assigned precious resources to this area. Pastoral and nurture leaders are readily available for pupils and families. Where relationships break down, they are restored through constructive and restorative conversations. Consequently, behaviour throughout school is generally very good. All pupils' mental health and wellbeing is a high priority. Regular teaching around mindfulness has given pupils concrete ways in which to explore their own feelings and their own spirituality. Staff too feel supported by the headteacher and each other. They value the regular mental health surveys and the changes that result. The ambition of the headteacher to empower his staff has resulted in a team that truly reflects 'Through Endeavour, Excellence'.

Collective worship is being addressed so that it is relevant to pupils and their daily lives in a myriad of ways. Three form times a week are used to encourage all pupils to consider worldwide issues through debate and reflection. Taking their inspiration from the Church calendar, the school's oracy project and PHSE themes, this has the possibility to become very powerful. At present these discussions do not enable pupils to consider how the school's Christian values might be relevant to their daily lives. This is because they are not set within a biblical context or the school's Christian values. Monitoring of worship by the worship lead has led to the changes seen and she too is ambitious for further developments.

RE is a strength of the school. It is well-led so that pupils have a very good understanding of a range of religions. Effective monitoring by the RE leader has ensured that pupils have access to a curriculum that challenges pupils' critical thinking. Imaginative in-depth studies have enabled all pupils to explore the impact of a wide variety of historical leaders in a range of contexts. In this way pupils have a real understanding of the need to treat everyone with dignity and respect. This not only reflects the school's vision for a fair and inclusive community, it also prepares them well for their future lives. Robust assessment systems are ensuring that pupils make good progress. Thoughtful marking encourages them to critically reflect on their own religious and spiritual convictions.

St Egwin's is a joyful place, where pupils grow in confidence. It is here that they grow from children to young people ready to face the challenges ahead. They learn the importance of hard work, the challenges of a well-thought out and rich curriculum and the excitements of a wide range of experiences. It is a school well-placed to consider the responsibilities it has as a Church school.

Headteacher	Nick Pullan
Inspector's name and number	Karen Surrall 842