



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Ecclesall Church of England Voluntary Controlled Junior School

Ringinglow Road, Sheffield S11 7PQ

Previous SIAMS grade: Outstanding

Current inspection grade: Outstanding

Diocese:

Local authority: Sheffield

Dates of inspection: 8 March 2016

Date of last inspection: 6 May 2011

School's unique reference number: 107105

Executive Headteacher: Emma Hardy Head of School : Guy Willatt

Inspector's name and number: David Shannon 617

School context

Ecclesall is a larger than average junior school on the outskirts of Sheffield. Three quarters of the school are of white British heritage. There are close links with the parish church, All Saints, Ecclesall, which is near to the school. The executive headteacher has been in post since September 2014. She also has responsibility for Ecclesall infant school, which is a non-denominational school on a separate site a short distance away. The head of school was appointed in June 2015.

The distinctiveness and effectiveness of Ecclesall as a Church of England school are outstanding

- The school's ethos fosters good academic progress, enabling pupils to acquire a clear view of their infinite worth in the eyes of God.
- Collective worship is central to the life of the school and enhances every aspect of learning.

Areas to improve

- To develop the school's documentation on the website, in the prospectus and in key policies to reflect the distinctiveness the school offers and so make its mission clearer to parents and pupils.
- To develop the strategies used to enable governors and pupils to evaluate further collective worship, so that its impact on learning and behaviour is carefully assessed, thus helping future planning.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Across the school, great value is placed on its Christian values to empower children's learning. The Golden Rules, interpreted in a distinctively Christian way, promote the spiritual, moral, social and cultural development of pupils so that all are made to think deeply about themselves and their responsibilities. The dedication of all the staff enables pupils to learn well and form

excellent relationships with each other and with adults on the site. Through regarding each pupil as of infinite worth, staff enable almost all pupils to make good progress in the key areas of reading, writing and mathematics. Attendance is excellent and exclusion an extreme rarity. Behaviour is of the highest standard because each child recognises the need to offer forgiveness and reconciliation when things go wrong. Pupils testify to the strong relationships fostered by the 'buddy system' so that bullying is unknown and squabbles settled, in the most part, by the intervention of older pupils. Religious Education (RE) contributes strongly to the whole curriculum and reinforces the Biblical teaching of Jesus in all aspects of school life. RE gives children a clear understanding of living in a global society and appropriate visits open their eyes to the cultures and beliefs of faith communities in Sheffield, both similar and in contrast to their own. The RE scheme for assessment is developing in line with other assessment changes and at present describes pupils progress against a steps matrix, which helps pupils to gauge their own progress. Representative groups of pupils such as the 'Deeper group' and the house captains testify to the success of the school in imparting understanding of the lives of Jews, Muslims and Sikhs growing up in Britain. The school's emphasis on Christian stewardship of creation make pupils passionate about the plight of refugees and those suffering abject poverty in Africa. Pupils realise that they are individuals, and the school offers a myriad of clubs and extra-curricular opportunities so each is given the chance to fulfil their God-given potential. The school awards system promotes hard work and responsible actions, giving formal recognition to God given gifts and talents. Pupils relish the chance to make their world a better place and are convinced that their school has equipped them well to do this.

The impact of collective worship on the school community is outstanding

Pupils, staff and parents speak highly of the quality of the programme for collective worship, describing the impact it has both on individuals and on the school as a whole. The 'value' of the month is featured in an inspiring programme of worship, which ensures thorough development of a Christian understanding of, for example, 'forgiveness' by the close of the month. The programme is distinctively Christian, but pupils of other faiths are rarely withdrawn from worship. Pupils' opinions are listened to carefully, particularly as their class and year-group worship slots expand what the 'value' means to them. Hence they have considerable control over the way worship is conducted, although recording and evaluating of their views lacks as yet a formal structure. Pupils have a clear understanding of the purpose and nature of prayer, both set prayers and personal extemporaneous prayers which they offer as part of their own spiritual pilgrimage. Prayer corners and prayers floating on mobiles from classroom ceilings emphasise the widespread use of prayer, also challenging parents concerning their own uses of prayer. Collective worship is presented by a variety of people, including members of All Saints leadership team, Christ Church Fulwood, Eccles church, all staff, pupils and parents, so that a wealth of sharing is offered. Pupils discuss their ideas and beliefs and readily apply both Old and New Testament stories to modern life situations in a reflective and confident manner. The members of the Christian club, the 'Deeper group', have a real understanding of complex theological concepts such as the Trinity, Christ's special nature, and the problem of evil in our world, so that they lead worship in school and at the parish church with maturity. The incumbent of All Saints regularly leads worship, using Anglican greetings and responses. He fosters the excellent links between the church and school; pupils relish the chance to use the church for twice termly whole school worship, chiefly following the key festivals of the Christian calendar. Reports on worship activities are reviewed formally by the Governors, so that they are evaluating the impact of collective worship, to improve and extend the inspirational and transformational programme.

The effectiveness of the leadership and management of the school as a church school is outstanding

School leaders have a clear Christian vision for Ecclesall and communicate it infectious and effectively. The school is moving forward in improving both learning and pupil self-appraisal, using as a yard stick those 'Golden Rules' of respect, kindness doing our best, honesty and team work interpreted in a Christian way. The executive head and the head of school, in furthering their vision, organise nurture groups and intervention strategies, thereby ensuring that social and educational disadvantages are overcome. New staff are introduced well to the school, including training in how to live out the Christian heritage of the school, so that they are rapidly made to feel at home. All staff testify to how happy they are in their work, comfortable with a clear set of priorities, based on core Christian values, both for their own development and that of the children in their care. School leaders, including governors, enable the school to link their vision to day-to day actions, building effective partnerships with the parish, the Diocese and local community, to the mutual benefit of each. The governors tackle their roles as critical friends with considerable expertise, so that their support and opinions are much valued by staff. They are all frequent visitors, participating and facilitating the work of the school, but in a wholly supportive manner. The foundation governors are active in holding to account those school leaders most responsible for the Christian distinctiveness and effectiveness of the school. The school leaders and governors ensure statutory requirements for RE and collective worship are fully met; this school makes a significant impact on improving the well-being of its pupils, former pupils and its local religious and secular community.

SIAMS report March 2016 Ecclesall CE Junior School, Sheffield, S11 7PQ.

