

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Egglescliffe Church of England Primary School

Vision

“Let your light shine.” based on Matthew 5:16

We are proud of our school community and encourage our children and adults to ‘Be inspired, be empowered, shine,’ achieving to the best of their abilities, thriving in all aspects of their lives. Our key values of love, trust, friendship and hope encourage all to “Let their lights shine.” based on Matthew 5:16.

Egglescliffe Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The Christian vision of ‘letting your light shine’ is deeply embedded into this school’s daily life. This enables pupils and adults to be accepted for who they are and, as a result, they are able to flourish.
- The school’s deep culture of love and acceptance helps pupils and adults to overcome barriers. This is particularly evident in the targeted support given, particularly to pupils considered vulnerable and those with additional needs.
- The school provides a rich and varied curriculum through which pupils discover and develop their gifts. Music, alongside wider enrichment opportunities, helps pupils to build confidence, find their voice and gain meaningful experiences beyond the classroom.
- Collective worship provides valued, special time for the whole school community. Pupils make powerful connections between worship, their learning and the way they live.
- Religious education (RE) is a significant strength, supported by strong subject leadership and carefully developed progression documentation. Pupils engage deeply with religious texts and a range of worldviews.

Development Points

- Strengthen governors’ monitoring and evaluation of the impact of the Christian vision on the flourishing of the whole school community.



Inspection Findings

Vision and Leadership

The Christian vision of 'letting your light shine' permeates through every aspect of school life. This vision enables pupils and adults to develop a clear sense of self and flourish as a result. This resonates with the Diocese of Newcastle and Durham Learning Trust (MAT) vision that 'everyone is a child of God' and can fulfil their potential. The school places a strong emphasis on pupils being the best they can be, rather than excelling in particular ways. This approach promotes positive self-esteem and encourages pupils and adults to celebrate their individual gifts and strengths. Acts of service are a consistent feature of school life. Older pupils often help and support their younger 'buddies'. Pupils have a strong voice within the school. They speak with pride about who they are and the contribution they make to the world around them. Their confidence reflects the influence of the school's Christian vision and the relationships they experience with adults. Pupils have a strong sense of identity and agency. One staff member described pupils who 'look up, not down', reflecting their confidence in who they are and the value of the contribution they make. Leaders consistently encourage pupils to see potential barriers as opportunities to grow. This supports the school and MAT's ambition to develop learners for life who can recognise their potential and contribute positively to others. Governors play an active role in the life of the school and support the Christian vision. However, their monitoring and evaluation currently focuses mainly on the implementation of the vision rather than on its impact on the flourishing of the whole school community.

Vision and Curriculum

The school's Christian vision shapes a rich curriculum and wide range of enrichment opportunities. Spiritual development is an intrinsic part of learning, enabling pupils to reflect deeply on their experiences. Leaders actively enable pupils to discover and develop their individual gifts, interests, and strengths. Consequently, pupils gain confidence by experiencing learning beyond their classroom. Opportunities for extracurricular activities are offered to pupils across each key stage to ensure equitable access. Leaders deliberately remove barriers so that pupils participate, nurture talents, and experience personal success. The school's approach to curriculum provision for music clearly demonstrates this inclusive approach. Recognising that past provision lacked alignment with their Christian vision, leaders secured specialist teaching from Reception to Year 6. This strategy enriches pupils' musical and spiritual experiences while systematically building staff expertise. These opportunities build confidence and prepare adults and pupils to make positive contributions beyond school where some pupils perform in local theatres.

Worship and Spirituality

Collective worship lies at the heart of school life. It translates the school's Christian vision into daily action, enabling pupils and adults to flourish spiritually. Worship provides special time, set apart from daily routines. Everyone comes together to reflect and connect. Worship enables pupils to participate meaningfully, respecting individual differences and providing opportunities for personal reflection and spiritual development. Staff participate actively and value this time to pause, which strengthens adult wellbeing. Staff lead worship and recognise that worship affects individuals differently and creates space for personally meaningful reflection. Worship shapes pupils' thinking beyond the daily gathering. Pupils reflect on themes in class, connecting them to their lives and choices that they make. Leaders make worship inclusive and relevant. Consequently, pupils apply worship themes to their everyday decisions and future actions. Conversations following worship reinforce its importance within the school community.

Vision and School Culture

The school's Christian vision creates a culture where pupils and adults are known, valued and supported. Leaders prioritise mental health and wellbeing, while strong relationships and early identification of need ensure that staff respond sensitively to individuals. This culture of care and security is particularly evident when adults and pupils navigate challenging times. Staff receive compassion and practical support during illness and personal difficulty, enabling them to feel valued and so continue to contribute confidently. For pupils, staff look beyond immediate barriers and demonstrate unwavering belief in their potential. Patient, sustained encouragement enables pupils who have experienced anxiety or uncertainty to build confidence, participate fully and celebrate success. Tailored support for pupils with additional needs removes barriers to learning. This supports pupils' participation, strengthening their sense of belonging and enabling them to flourish.

Vision, Justice and Responsibility

The school's Christian vision inspires an active culture of justice and responsibility. Pupils learn that everyone has individual strengths and needs, fostering mutual respect and acceptance. The language of 'letting your light shine' is understood across the school, with pupils encouraged to discover and share their 'unique light'. This shapes how pupils understand and respond to difference, enabling them to value diversity and challenge unfairness. Leaders intentionally connect the United Nations Convention on the Rights of the Child with the Christian vision. This creates a shared language of rights, responsibilities and



respect across the community. It is then evident in pupils' ability to discuss equality and human rights, question stereotypes and consider perspectives different from their own. Diverse racial, gender and disability role models help pupils to recognise that achievement and contribution take many forms. Consequently, pupils understand that their rights are balanced by responsibilities towards others and they increasingly make choices that reflect this understanding. They put their values into action through activities such as litter picks and food bank contributions. This means that they develop a growing sense of responsibility and pride for their local community and their role in making a positive difference.

Religious Education

RE is a significant strength of the school. Strong subject leadership has supported the development of coherent planning and progression across the school. The subject leader has worked with colleagues locally and nationally to strengthen the quality of RE provision. Planning is carefully developed and then adapted to reflect the school's own context. Pupils explore a range of religions and worldviews and consider different perspectives with increasing confidence. The quality of pupils' responses demonstrates that RE extends beyond information to deepen understanding. Pupils analyse ideas, consider a range of views and apply their learning to wider questions. The subject, therefore, makes a strong contribution to the school's vision. It develops pupils' curiosity, respect and understanding while helping them to make sense of religious and non-religious perspectives in the wider world.

Information

Address	Butts Lane, Egglescliffe Village, Stockton-on-Tees, Egglescliffe, County Durham TS16 9BT		
Date	22 September 2026	URN	144936
Type of school	Academy	No. of pupils	226
Diocese	Durham		
MAT	Diocese of Newcastle and Durham Learning Trust		
MAT Chair	John Taylor		
Headteacher	Emma Robertson		
Chair of Governors	Simon Smith		
Inspector	Abigail Clay		