

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Sigglesthorne Church of England Primary Academy

Main Street, Sigglesthorne, East Riding of Yorkshire HU11 5QA

Current SIAMS inspection grade	Good
Diocese	York
Previous SIAMS inspection grade	Good
Local authority	East Riding of Yorkshire
Date/s of inspection	18 May 2017
Date of last inspection	25 January 2012
Type of school and unique reference number	Primary Academy 143823
Head of school	Jacqui Grant
Inspector's name and number	Paul Bramley 326

School context

Sigglesthorne is a smaller than average sized primary school with 51 children on roll. It is situated in a beautiful village in the East Riding of Yorkshire and located not far from the local church. Most children who attend reside in the village with a few travelling from farther afield. The school has a lower than average number of pupils who qualify for pupil premium and who have special needs and/or disabilities. A very small percentage are from minority ethnic groups. The school has recently converted to become an academy and joined the Ebor multi-academy trust. The present head of school was not in post at the time of the last SIAS inspection.

The distinctiveness and effectiveness of Sigglesthorne as a Church of England school are good

- Leadership at all levels, including from the trust board, the head of school and the governors, ensures that the Christian character of the school impacts very positively on all learners.
- The school's chosen values of perseverance, community and truth make certain that all are valued as a child of God and impact positively on the learning and wellbeing of everyone.
- Good relationships with the local church, rooted in Christian values, ensure that all feel part of a cohesive Christian community.
- Collective worship is creative, at times inspiring, and totally inclusive, making it extremely popular with all who participate.
- Self-evaluation is rigorous and accurate, and sharply focussed on school improvement for the benefit of all.

Areas to improve

- To create a programme of induction for all new governors, focussing particularly on the distinctive Christian nature of this setting.
- To develop an outside area within the school's attractive grounds to allow children and adults the opportunity and space for personal reflection and prayer.

The school, through its distinctive Christian character, is good

at meeting the needs of all learners

The school's chosen values of truth, community and perseverance are clearly visible in all aspects of this school's work. Christian values are at the heart of all policy and practice and are modelled by all connected to the school on a daily basis. Such values impact positively on achievement and attainment, particularly in the early years, with continuous improvement evident throughout the whole school. Where achievement is challenging, carefully created intervention strategies are brought into place, clearly illustrating the care and support that the school offers its pupils. The school's behaviour policy is based on restorative practice with all children exhibiting excellent conduct, demonstrating great care, compassion and support for their peers in times of need. Staff and governors are extremely proud of the school's Anglican foundation with both displays and school literature prominently articulating the Christian ethos. The links with the local church are excellent with visits from the local vicar and curate taking place on a regular basis. The school is very popular with its local community. Parents comment on the quality of teaching and leadership with great enthusiasm. 'Nothing is too much trouble', comments one parent. They relate how stories and Christian teachings at school impact positively at home. Many relate how Biblical stories from school are retold at home. The children's moral and social development is good, due in many ways to the curriculum opportunities afforded, and to the high quality teaching of religious education (RE). RE is given a high priority within the curriculum and allows children time and space to discuss their own and others faiths, supporting the pupils' social, moral, spiritual and cultural (SMSC) development. The children's learning and wellbeing is good, with children stating how much they enjoy school. This results in good attendance. They feel confident to approach staff with any problems or concerns. Children praise the school council as an excellent vehicle to shape school practice and policy. Staff take a significant amount of time to ensure that they cater for all children's needs and that all feel cared for and valued as a child of God. Children have a good sense of global awareness through organising charity events and through links with other settings. Governors monitor the distinctive nature of the school well and see their role as one of ensuring that the Christian ethos develops. They strive to maintain continuous improvement in all aspects of school life. They are both reflective and aspirational and demonstrate a good understanding of the schools strengths and areas for development. All leaders at the school are aware that improvements in achievement and attainment need to be sustained over future years.

The impact of collective worship on the school community is good

Collective worship is central to the life of the school. Children participate with great enthusiasm and engage with passion. Parents speak with appreciation about events to which they have been invited. There is a true sense of community evident. Parents, children and staff see the school as one with the church. This is a family. Children speak enthusiastically about times with which they have been involved in worship, both in school and at the local church. They enjoy any opportunity to offer welcome, act, read or pray, something that occurs on a regular basis. Worship takes a variety of forms. For example, class, whole school and clergy led ensuring that children enjoy a good range of styles and experiences. The school follows the liturgical calendar celebrating all of the major festivals, these often taking place in the local church. Anglican elements are evident in worship via the use of a candle, cross and Bible. The school does focus on The Trinity at appropriate times. For example, through blessings and songs, but also via direct teaching and discussions in class with both teachers and clergy. Clergy offer a significant amount of support to the school and visit regularly. Children enjoy these visits and relate countless experiences in detail, including the messages and teachings given, and how these can relate to their everyday lives. For example, one child speaks of how 'there is always hope', following the telling of the Easter story, 'even with death there is always hope'. Prayer is very important to the life of the school with children writing and sharing their own thoughts and ideas. Spaces for personal reflection and prayer are available in each classroom. Such spaces are imaginatively resourced and organised. These are attractive and purposeful places to reflect. Children, staff and parents would welcome the development of such areas in the extensive grounds so that people could have the opportunity to reflect at other times during the school day. Monitoring and evaluation is good and is performed by senior leaders, children, and governors and provides feedback to the head of school and school council.

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

The leadership of the head of school, supported by the governors and trust board, has had an extremely positive effect on this school in recent times. The trust's aim is to 'celebrate the uniqueness of each school', and to 'add value to life at the school' in whatever way it can. This is an ethos that staff and parents value greatly. The school is very clear in its aim to make this school distinctively Christian and to celebrate its foundation as a Church of England school. The desire to continuously develop and improve is clearly visible for all to witness throughout the school. The school's literature, including the website, articulates to all concerned that this is a church school, something of which all are proud. Relationships are excellent with a great sense of team established. Extremely thorough and accurate self-evaluation, underpinned by an explicit Christian vision, clearly demonstrates the desire for improvement to be continuous and successful. Such a vision impacts very positively on pupils in terms of their

learning, wellbeing and achievement. The school enjoys good links with the church, parish and diocese. This enriches life at the school. All development points from the previous inspection have been addressed in full. The leadership of RE and collective worship is good as two members of staff, including the head of school, provide excellent support for colleagues within the school. Children enjoy this area of the curriculum and are introduced to topics relating to Christianity and other faiths in an imaginative and often thought provoking way. For example, older children are challenged to take a photograph within the grounds of something that symbolises the story of Adam and Eve. Foundation governors evaluate the impact of the distinctive nature of the school on learners in a variety of ways, including through observations and work scrutiny. It is recognised within the school's own evaluation that new governors joining the school will need to be made fully aware of the distinctive nature of the school via a well-planned programme of induction. Links with the church and community are good and appreciated by many. 'We are all one team', comments a parent. The school is well placed as a member of a multi-academy trust to face the challenges of the future including issues connected to succession. Staff are well prepared for future roles in schools through professional development and via links with other settings.

SIAMS report May 2017 Sigglesthorne Primary Academy, Main Street, Sigglesthorne HU11 5QA