



National Society Statutory Inspection of Anglican and Methodist Schools Report

Flamborough Church of England Voluntary Controlled Primary School

Carter Lane
Flamborough
YO15 1LW

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: York

Local authority: East Riding of Yorkshire

Dates of inspection: 23 May 2016

Date of last inspection: May 2011

School's unique reference number: 117976

Headteacher: Maxine Blackburn

Inspector's name and number: Judy Jones 797

School context

Flamborough Primary School is smaller than average with 108 pupils aged 4-11. Most pupils come from the village of Flamborough and the surrounding rural area. A few children come from Bridlington, the nearest large town. The proportion of pupils with special educational needs is below average, but there is a higher than average proportion with educational health plans. The proportion of pupils eligible for free school meals is above average and almost all the pupils are of white British heritage. The headteacher, religious education (RE) leader and foundation governors are new since the previous inspection.

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

- Children enjoy work and make good progress in lessons because they feel secure in an environment where rules and guidance are firmly based on Christian values.
- Good relationships established by the headteacher and practised throughout the school ensure children behave well and are consistently considerate of others.
- Good links with the diocese and local church and the dedication of foundation governors enrich children's experience of the school as a church school.

Areas to improve

- Provide more frequent structured opportunities for children to plan and lead collective worship.
- Provide opportunities for learners to learn directly from members of a variety of world faiths.

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

The distinctively Christian nature of the school is a powerful force for establishing an ethos in which good relationships and hard work are respected. Children explain that their calm

behaviour is due to the school's Christian values they helped to choose. The core school values of 'Respect, Resilience and Responsibilities' (the 'three Rs') are linked to biblical teaching and are reinforced each term by others, such as the current one of 'service.' Children describe how these values feature in their daily lives, and comment that since they have 'had values behaviour has improved a lot.' Several children commented in the inspection, and in their writing, that the school is more like a family than a school. This supportive atmosphere enables children to concentrate and take pride in their work, and consequently they are successful and make progress that is at least as good, and in some cases better than expected. Attendance is close to average and incidents of unacceptable behaviour and exclusions are rare. Cultural development is reinforced through lively artwork, often on religious themes, for example in the decoration of the reflective areas in all the classrooms, and in the grace children sing with enthusiasm before lunch. The Easter play this year was a profound experience for all involved and children and adults still talk about it. Prayer is a central part of children's life, whether through formal prayers such as the Lord's prayer or ones children, including very young ones, write themselves. Christian values are emphasised to pupils through RE and collective worship. For example children learn in RE how the Good Samaritan was a good neighbour and relate the story to the Queen's 90th birthday and her long service to the nation. Planning for RE is thorough and closely matched to chosen themes for worship. Children speak with authority about the life of Jesus and of other Old and New Testament accounts. The close connection with the parish church is a great advantage because not only do children visit for festivals and other services, but they are also able, when a relevant topic is being studied in other subjects such as history, to make an informal visit to look at artefacts in the church. This gives the children a strong sense of belonging to the church. Children appreciate the importance of studying other world faiths and link their knowledge to the importance of respecting others' beliefs and customs. The school tries hard to give children direct experience of other religions, but suffers from being in a small community a long way from other faith communities. At present children's knowledge of other faiths is theoretical and they are not able to meet and talk to members of faith groups apart from other Christians.

The impact of collective worship on the school community is good

Children see collective worship as an important part of the school day that binds together the aspects of belonging to a church school, such as RE and Christian values. Planning of worship is clear and well integrated into the RE syllabus so that one reinforces the other. This enables visitors who come in to lead worship once a week to choose topics and themes that fit in with the curriculum and reinforce the distinctively Christian nature of the school. The parish church and the local Methodist church both support the school in this way and children enjoy the contact with additional adults. Bible stories form the central theme for worship and enable children to recount the stories, such as the parable of the sower, accurately and explain their meaning. Children know that the lighting of three candles at the beginning of worship symbolises the Trinity and understand the concept of one God who has three forms. Prayer and hymns are present in every worship and children take part in both with sincerity and enthusiasm. Worship follows the church calendar and supports children's knowledge of festivals in the life of the church and Anglican practice. Children are keen to take part in worship and volunteer readily to help the leader by, for example, illustrating Bible stories through role play. Older children play a responsible part in setting up and managing resources such as power point illustrations and clearly feel valued for their contribution. The children have some part in planning and leading worship, but at present this is not as rigorously planned as other aspects of worship. All aspects of worship are fully evaluated by the headteacher, the RE coordinator and foundation governors, and the school makes good use of training from the diocese and the local authority.

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

Although there have been significant changes in the leadership of the school, the school's distinctive character has been maintained. The vision for the school as a church school is very clearly stated in the school's documentation, and lived out in the lives of children and adults in the school. In this, the headteacher and other adults are excellent role models. Monitoring and evaluation is rigorous and includes surveys of staff, pupils and parents. The headteacher ensures that the 'three Rs' are embedded in the school community's thinking, and 'respect' in particular is evident in relationships throughout the school and in children's attitudes to many issues. The governors, and particularly the foundation governors, work closely with the headteacher to ensure the school meets its statutory requirements, including those related to collective worship and to ensure the school does its best for all the children whatever their talents or needs. As a result, children's academic progress and personal development are both good, and the school meets statutory requirements for collective worship. This clarity of planning ensures that children and adults understand and fulfil their roles and responsibilities willingly and conscientiously. The relatively new leader of RE and worship has been well supported by the headteacher and her planning and management of both areas is good. This has been facilitated by good links with the parish church and the diocese. These links extend to other similar church schools in the area and the RE leader in particular is benefitting from the contacts. The emphasis on the school's vision and the close working with the diocese shows the headteacher's strong commitment to the future leadership of church schools. The difficulty in making contact with other faith communities is a concern for the headteacher and RE leader.

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