

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Scarborough St Martin's Church of England Voluntary Aided Primary School

Holbeck Hill, Scarborough, North Yorkshire YO11 3BW

<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>York</b>
Previous SIAMS inspection grade	Outstanding
Local authority	North Yorkshire
Date/s of inspection	March 2017
Date of last inspection	March 2012
Type of school and unique reference number	VA Primary 121615
Headteacher	Stephanie Brown
Inspector's name and number	Paul Bramley 326

#### School context

Situated on the Scarborough headland, this school provides a vibrant and inspirational setting for the local community, and for the many who attend from further afield. It is extremely popular with all who visit and work here. St Martin's is a primary school that is slightly larger than an average size school nationally, serving children aged from four to eleven. Very few children have special needs and/or disabilities compared to national averages. A lower than average percentage of children qualify for pupil premium support. The school has a small percentage of children from minority ethnic groups. The present headteacher was in post at the time of the last SIAS inspection, and after years of outstanding service to the school, is due to retire this Easter. A new headteacher has been successfully appointed.

#### The distinctiveness and effectiveness of St Martin's as a Church of England school are outstanding

- This is a worshipping community where all are valued and cherished as a child of God impacting positively on the learning and wellbeing of everyone.
- All practice, policy and governance is developed with a sharp focus on the teachings of Jesus Christ, ensuring that Christian values, such as reverence and service, underpin all decisions and activity.
- Outstanding relationships, rooted in Christian values, ensure a warm and welcoming environment.
- Collective worship is creative, inspiring, and totally inclusive, making it extremely popular with the community.
- Effective religious education [RE] engages pupils and makes a difference to both their home and school life. For example, they articulate key Christian concepts, such as The Holy Trinity, with great enthusiasm.

#### Areas to improve

- Involve children more fully in the planning and delivery of collective worship so that they feel a greater sense of ownership.
- Create a programme of induction for new governors that prepares them for life in a church school.

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

This is a special place for all who attend. Parents and children alike love this school and attendance is therefore very good. Christian values underpin every aspect of life at St Martin's. Policy, practice, governance and relationships are rooted in the teachings of Jesus Christ. Learners, staff and governors model the chosen values of reverence, respect,

service and courage at every opportunity with great enthusiasm and conviction. Such values impact positively on the excellent achievement and attainment seen in recent years. Forgiveness and reconciliation are at the heart of the school's behaviour management policy, resulting in the exemplary behaviour and attitudes of children at the school. Staff and governors are extremely proud of the school's Anglican foundation with both displays and school literature prominently articulating the Christian ethos. For example, the stations of the cross are clearly visible around the school hall, and Biblical quotes and reflection areas are evident throughout the whole school. The school is greatly valued by its community. Parents and carers enthusiastically praise the care and guidance offered, as well as the quality of teaching. The community is very aware and appreciative that St Martin's is a church school. Parents describe how the school's Christian values impact positively on family life. Many relate how Biblical stories from school are retold at home. The children's moral and social development is excellent, due in many ways to the tremendous curriculum opportunities and experiences afforded. Charity events, church occasions, and numerous other activities are frequently instigated to give children the opportunity to help others less fortunate than themselves. The school enjoys an excellent link with St Stephen's in Bungoma, Kenya, providing global awareness so that children have a greater knowledge of the wider world community. The children's learning and wellbeing is outstanding, with a significantly high proportion of adults employed to support in school. Staff take a significant amount of time to ensure that all children's needs are catered for and that all feel cared for and valued as a child of God. Within the curriculum, religious education (RE) is given an extremely high priority, supporting the pupils' social, moral, cultural and spiritual (SMSC) development. Pupils discuss their faith and beliefs with enthusiasm and state how confident they feel to approach members of staff on any subject, or with any problem. Governors monitor the distinctive nature of the school and see their role as one of ensuring that the Christian ethos remains at the centre of life at this school. They are reflective and ambitious and demonstrate a good understanding of the schools strengths and areas for development.

### **The impact of collective worship on the school community is outstanding**

This is a worshipping community. Collective worship is creative, inspirational and totally inclusive. It is exceptionally important to the school. All feel welcome and able to participate. Parents in particular welcome the opportunity to attend and to partake. Children speak with great passion about times with which they have been involved, both in school and at the local church. Worship takes a variety of forms. For example, class, whole school, clergy led and visitor led, and therefore ensures that children enjoy a wide range of styles and experiences. Pupils of all faiths and of no faith are invited to join. This illustrates the very inclusive approach. The school aims for worship to be 'distinctly Christian and Anglican', achieving this via the following of the liturgical calendar and through such acts as the passing of the peace. The school celebrates all of the major Christian festivals, and links with the local church are outstanding. Clergy and parishioners offer a significant amount of support to the school. There is a distinct focus on The Trinity at appropriate times. For example, this takes place through blessings and songs, but also via direct teaching and discussions in class. Children are extremely respectful and attentive and enjoy being involved in the many aspects of worship including singing, discussion and readings. They comment on how they are involved with the planning and preparation and as to how they would like this to develop further, to be even more involved. They demonstrate incredible enthusiasm for supporting this part of the school day. For example, a worship focussed on talents inspires children to consider how they might use their talents for the good of many rather than to keep them for themselves. The headteacher links a modern day athletic event to fruits of the spirit and the importance of sharing that which God has given. Children are effusive in their response and desire to be involved. Prayer plays an important part in the school day as well as within collective worship itself, including through staff and governor meetings. Staff at the school comment on the value that this brings to their school day. Reflective spaces are available within classrooms and school grounds for children to spontaneously reflect and pray. Monitoring and evaluation is good and is performed by senior leaders and governors and provides feedback to the headteacher and school council.

### **The effectiveness of the religious education is outstanding**

RE is highly valued at the school with staff very supportive of a new model of organisation introduced earlier this academic year. This model involves the whole school teaching RE at the same time. Staff plan and deliver together, stressing the importance of the subject to the life of the school. Standards in RE are high and compare very favourably with other subjects. Children enjoy RE and talk at length about lessons and stories they have heard. Pupils make links between what they have learnt in RE with their own experience. Topics on other faiths provide a good insight into beliefs different from their own. Visits to and from people of other faith occur throughout the year. The school's link with a Kenyan school provides a good insight into a culture significantly different from their own. The quality of teaching in RE is never less than good, and often outstanding with staff frequently finding creative and engaging ideas to stimulate interest. For example, older children discuss with enthusiasm alternative definitions for God as Father, Son and Holy Spirit. The teacher skilfully encourages children to find modern day

language to which they can relate to describe the three elements of The Trinity. A good policy is in place. This encourages children to learn from religions and to apply one's findings to oneself, as well as to learn about them. The school follows the York Diocesan syllabus that offers stimulating resources and ideas that staff at St Martin's develop with great skill. Senior leaders, supported by diocesan officers and governors on occasions, monitor and evaluate RE across the school. The findings inform strategic planning, and targets sit within the school's main development plan. Staff receive a significant amount of training, stressing again the importance attached to this area by the school. The school plans to continuously develop RE, and to use diocesan and other resources where applicable. The subject is very well led with the RE co-ordinator sitting on the local standing advisory council on religious education (SACRE).

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

The leadership team of St Martin's state that they are 'personally committed to ensuring that the Christian ethos drives the vision and shapes the school'. A clear statement of the school's intent and motivation. The personal conviction of all senior leaders and governors to celebrate and develop St Martin's as a church school is extraordinarily evident. The way they model and live out Christian values within the school is evidence in itself of the importance of the Christian foundation of this setting to its members. They claim that there is 'ongoing practice of embedding the school's chosen values into all practice and policies'. Evidence of the desire to continuously develop and improve that 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. All live out the Christian values they uphold. All strive for improvement through a strategy that is rooted in extremely thorough and accurate self-evaluation, underpinned by an explicit Christian vision. Such a vision impacts very positively on pupils in terms of their learning, wellbeing and achievement. The school enjoys outstanding links with the church, parish and diocese that 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 excellent with two members of staff, including the headteacher, providing outstanding support for the whole school. Numerous opportunities prepare staff well for potential future leadership roles. Staff greatly value the impact that worship and RE have on the character of the learners at the school. The foundation governors evaluate the distinctive nature of the school well. They assuredly comment on aspects of Christian distinctiveness such as collective worship and RE, which both meet statutory requirements. A significant number of new governors have recently been appointed. All agree that a programme of induction will ensure that they feel confident and supported within their role as members of a church school governing body. Church and community links are excellent, with strong links with St Martin's Church and its parish priest.

SIAMS report March 2017 St Martin's CE VA Primary School, Holbeck Hill, Scarborough YO11 3BW