

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

### Naburn Church of England Voluntary Controlled Primary School

Naburn, York YO19 4PP

<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>York</b>
Previous SIAMS inspection grade	Good
Local authority	York
Name of multi-academy trust / federation	N/A
Date of inspection	26 May 2017
Date of last inspection	July 2012
Type of school and unique reference number	VC Primary 121537
Headteacher	Brenda Christison
Inspector's name and number	Doug Masterton 483

#### School context

Naburn Church of England Primary School serves its village and rural surrounding area in a district a few miles south of the city of York. There are currently 82 pupils on roll who are predominantly White British. There is a smaller than average proportion of pupils having learning difficulties and / or disabilities or being eligible for free school meals. The present headteacher joined the school at Easter 2016. There has also been a recent period of staffing instability. The school is situated close to the village church.

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

- Naburn Church of England Primary School is a small, tightly-knit community where adults and pupils work joyfully together inspired by the Christian values of compassion, trust and perseverance.
- Pupils' personal development is carefully nurtured through a vibrant, distinctive curriculum which does not narrowly focus on academic achievement measures and through the outstanding commitment of staff towards the school's Christian ethos.
- Under the leadership of the recently appointed headteacher and supported by a vigilant governing body, Naburn school has improved significantly since the previous inspection. School leaders understand clearly the next steps needed for even greater effectiveness.

#### Areas to improve

Develop collective worship in ways that:

- Further strengthen the contribution that pupils offer with more opportunities to evaluate, take part, plan and lead collective worship.
- Grow pupils' conceptual understanding of God, particularly using ideas of the Trinity.
- Make greater use of the local church and thus extend pupils' experience of liturgy, including that of the Eucharist.

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

All work at Naburn Primary School revolves around applying Christian values, especially those of compassion, trust and perseverance, which were chosen by the whole community as the key ones to inspire the school. They are relentlessly applied to all areas of learning and school life. Their influence is directly evident in the high standards of behaviour and the quality of the relationships based on mutual respect, Christian commitment and trust between adults and pupils. The school strives to support the educational needs of all pupils, whatever the consequences for resources and time. Pupils' progress is very good with achievement consistent with the school's established record of excellent outcomes. Pupils needing additional support are carefully nurtured and readily describe the good progress they have made with focussed help from school staff. Nurturing pupils' spiritual, moral social and cultural development through applying Christian values inspires all areas of the curriculum. For example, young pupils are taught about the Christian perspective on compassion and friendship using the example of The Good Samaritan by a member of staff trained in offering emotional support. The school is also piloting a Christian Aid curriculum project linking it to work on global learning. Such varied approaches are nurturing pupils' spiritual development and, at the same time, promoting their achievement of higher academic standards. As pupils grow older, they come to understand, explain and apply many other Christian values such as those of forgiveness and peace. School leaders are conscious that pupils at Naburn may not have much direct contact with their peers from other countries, cultures and faiths and take steps to ameliorate this. A well-established special link to an orphanage in Malawi is brought alive through the work of a parishioner who visits Africa regularly and who helps pupils understand the common humanity within very different cultures. Pupils respond to the needs of others enthusiastically. Teaching staff are involved in projects promoting global citizenship and pupils have been helped to understand critical issues for example that of migration. The curriculum also directly promotes pupils' awareness of Christianity as a world faith with its relation to other religions and includes visits such as to a mosque and a gurdwara. Religious education (RE) is a significant and respected component of the curriculum. The school has enthusiastically taken up a new agreed syllabus which is making a powerful contribution to pupils' personal development. As well as studying stories in the Bible, pupils' thinking is being enlivened and challenged. For example, they are asked to reflect on the idea of a Messiah. The school requires pupils' progress and standards in the subject to match those in the core curriculum subjects and is continually developing assessment to ensure this. The special concern to ensure RE makes a full contribution to nurturing pupils' understanding and maturity is inspired by the Christian mission and purpose of the school.

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

Collective worship inspires the whole school community but is not yet making its fullest contribution towards growing pupils' understanding about God. It forms the highlight to school life and work at the end of each day. Under the leadership of the headteacher, it powerfully unites all members of the school community. The stimulating programme is rich and varied. It is directly linked to the lives of both pupils and the adults who work with them. Pupils speak enthusiastically about collective worship and the contributions that they make to it. As the small school hall requires pupils to sit on the floor, on some special occasions use is made of the village hall and the nearby church; venues which offer space for parents to also attend. Collective worship incorporates aspects of Anglican liturgy, many Bible stories, songs and prayer and the symbolism of the cross and lighted candles. Planning is strategic and detailed, incorporating the key Christian festivals but, above all, seeking to offer experiences that will grow pupils' understanding and maturity. The parish priest regularly leads school collective worship. The local Methodist minister also contributes to school collective worship. A recent innovation has been the establishment of a sizeable team of older pupils as collective worship leaders. They have begun work to help, shape, support, lead and evaluate collective worship. Their confidence and effectiveness is growing and it is causing them, and those who gather for worship, to reflect much more about what is said and done as well as offering impressive role models to which younger pupils may aspire. These leaders speak of their participation with enthusiasm and they are keen to do more. However, this reveals that older pupils particularly, still need more help to extend their confidence in thinking philosophically and to structure their ideas concerning the nature of God using the teaching of the Trinity. The school recognises this. Collective worship in church only takes place on a small number of occasions each year. Currently pupils' experience of the variety of liturgy is limited. They are taught about the Eucharist but do not yet participate in a Communion service. All sections of the school community actively and rigorously monitor and evaluate the impact of collective worship with records of pupils' participation and their response recorded. Collective worship at Naburn offers joyous, memorable experiences for all those taking part, motivates and celebrates pupils' achievement and inspires the school community, both adults and pupils, reaffirming purpose and shared Christian belief.

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

School leaders all share a total commitment to pupils' development and wellbeing. Their mission is ambitious and clearly expressed, being based on carefully chosen Christian values of trust, compassion and perseverance which were identified through in-depth consultation with all sections of the school community. Strategic planning and self-evaluation is very secure. Leaders at this school know its strengths and next areas for development. In fulfilling her responsibilities, the headteacher offers a deep personal conviction for the quality and character of the school to be shaped by Christian values. She brings a belief in partnership, embraces advice and is supportive of change at the same time as offering her caring concern, friendship and ambition for pupils. This has led to the shared expectation that pupils' contributions and leadership must have a much-enhanced profile in school collective worship. She has enriched the curriculum with initiatives involving the diocese and the local authority. Thus, Naburn is a distinctive, effective and vibrant school community; one that cares for and nurtures all its members. Although a small school, there is a determination that staff working at every level are helped to grow professional skills for working in this and other church schools. They are given fullest opportunities to exercise responsibility. A spin off has been the significantly increased contribution from staff in the leadership of collective worship and the uninterrupted progress made by pupils despite being subject to recent staff changes. Members of the governing body are committed to the premise that the school will do its utmost for the pupils through being inspired by Christian faith and a consequent commitment to meeting the needs of every single child. Excellence through Christian distinctiveness is established as a school development priority. It is reflected within the agenda of each meeting of governors and reinforced through the work of a SIAMS working group. Governors have ensured that improvements identified by the previous inspection have all been pursued rigorously. Their scrutiny of provision focusses closely on the effectiveness of Naburn as a church school and leaders' own judgments are very self-critical. Thus, being effective, *as a church school*, is in the forefront of governors' resolve at the same time as they seek to strengthen provision through forming a multi-academy trust with other local schools. In this secure context, the school fully meets the legal requirements for provision of collective worship and religious education. The excellent behaviour and day to day relationships between adults and pupils reflect a commitment and mutual respect that has been built up through applying Jesus' teaching to school daily life and the shaping of educational provision. Parents testify enthusiastically to the way that the school develops pupils personally and academically. They greatly value all aspects of the educational provision. Parents particularly value the effectiveness of the school's Christian ethos in nurturing their children's personality, achievement, understanding of religions and willingness to respond to others' needs.

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