

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cherry Burton Church of England Voluntary Controlled Primary School

Main Street, Cherry Burton, Beverley HU17 7RF

Current SIAMS inspection grade	Outstanding
Diocese	York
Previous SIAMS inspection grade	Outstanding
Local authority	East Riding of Yorkshire
Name of multi-academy trust / federation	Not applicable
Date of inspection	15 June 2017
Date of last inspection	14 June 2012
Type of school and unique reference number	VC Primary I18002
Headteacher	Dawn Joy
Inspector's name and number	Jane Kent 873

School context

Cherry Burton school is a smaller than average voluntary controlled primary school serving a predominantly White British, rural community. It has 160 on roll. The proportion of pupil premium and SEN/D children is below national average. The period since 2014 has seen significant instability in leadership and staffing. During that period there have been three head teachers and two deputy head teachers, a period of a year without substantive senior leadership. During this time outcomes for pupils in Year 6 have remained high and above national outcomes. The current head teacher took up post in January 2017.

The distinctiveness and effectiveness of Cherry Burton Church of England voluntary controlled primary school as a Church of England school are outstanding

- There is a well-established and unapologetic encouragement for all learners to understand Christianity as a faith alongside a profound respect for, and welcome of, diversity and difference.
- Creativity and imaginative opportunities to understand the Christian character of the school, its values and vision has a sound and explicit theological underpinning.
- Children contribute eagerly and with enthusiasm to the leadership of collective worship.
- Children are supported most effectively in developing respect, compassion and care for each other and for those beyond their school.
- Sensitive and imaginative provision for reflection and prayerfulness is available to all age groups, children and adults alike.
- Leaders have shared ambition and aspiration that all learners and members of the school's community should be given the opportunity and support to flourish in their individual and unique context. As a result all children make strong progress and achieve well.
- Relationships between the school and its families, the local community and the church are very strong and mutually positive.

Areas to improve

- Explore and enrich opportunities for the development of learners' spirituality so that it at least equals current provision for, and experiences of, reflection and prayerfulness.

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

The Christian character of the school is deeply embedded in all areas of school life. It impacts on and influences the lives and well-being of the school's families, the local community and church.

Children have a deeply embedded and explicit understanding of the school's Christian values of perseverance, friendship, compassion, trust, forgiveness and thankfulness. They apply them with confidence, which, in turn, is demonstrated through the children's care and respect of everyone within and beyond the school. The school vision to 'provide all pupils with roots to grow and wings to fly' results in strong sense of mutual care and encouragement and enables all groups of children to achieve well. By the end of Key Stage 2 pupil outcomes are at least in line with and often well above national averages. Attendance of pupils is high and there have been no exclusions for many years. Children who are shy, anxious or who have significant learning challenges are equally encouraged and do equally well from their given starting points. Children agree that 'the good thing about this school is that no one will judge you if you get it wrong. Everyone's friends here.'

There is significant demonstration of inclusivity and compassion across the school. It has resulted in children's honest enjoyment and value in working for others especially those in crises. Parents are supported by the school's sensitivity and openness in bringing national and local news to children and say it helps them manage the discussions at home with greater confidence. For example, class teachers supported discussion of the Manchester Arena bombing. They talked particularly about the part played by taxi drivers, doctors, and volunteers who are Muslim quickly dispelling any possibility of faith prejudice or extremist views. Year 5 and 6 children unanimously agreed to pledge profits from their current Fiver Challenge to One Love Manchester as a result. Children are highly respectful and behaviour and attitudes are excellent.

Religious education (R.E.) weaves its influence throughout learning. It supports learners understanding of the distinctiveness of the school's Christian values providing opportunities for intellectual reflection of the Christian character of the school. Creative approaches engage all learners extremely well. There is a strong sense of enjoyment of R.E. from the children, for example when describing learning about Hindu gods children said, 'it was epic!' To explore the disciples' fear of the storm Year 2 children re-enacted the story outside creating waves from material, sounds from instruments and 'rowing' hard as the story was read. Discussion considered emotions of the disciples and placing trust in Jesus. Children have knowledge and understanding of a wide range of different cultures, religions and their respective festivals. They apply their learning to their own lives and, as result, demonstrate a mature understanding of diversity and difference. Although already strong it would be appropriate to further strengthen R.E. by increasing opportunities to understand diversity within the Christian faith itself, particularly as a multi-cultural world faith.

Children and their parents recognise the role the local vicar plays in the school supporting both R.E. and collective worship. They are most particularly appreciative of his support for the school's joyful, inclusive character especially its welcome of everyone whatever their faith, opinion, attitude or circumstance.

The introduction of the social media application 'Class Dojo' has transformed communication with families and directly contributed to parental engagement and support of the school's distinctive vision and values. Children talk about school values at home with parents who say they feel like the children are developing a strong sense of compassion and awareness of 'other'. They say 'children are living and breathing it'. Parents also say they are now reflecting more on their own expectations and attitudes. As she recounted her young daughter, asking her to trust her whilst they baked together, a parent reflected that 'as a family we all benefit from these values'.

The impact of collective worship on the school community is outstanding

Children enjoy collective worship because it gives them 'time to reflect on God'. Children are highly engaged in collective worship both as participants and proactive leaders. They lead whole school worship and House assemblies and are keen to contribute to worship in church. Preparation helps them explore the distinctive Christian aspects of the school's values. They then incorporate those into their worship with confidence and sensitivity. For example a House assembly prepared by a Year 6 and Year 2 included explanation of trust and kindness with an illustration of the Brownlee Brothers story of trust at the Rio Olympics. With eagerness children readily volunteer for readings during worship in church. They view this as an honour and are confident in the support and encouragement they receive from adults. Well planned collective worship enable children from all year groups to explain the distinctive Christian nature of the school's values. Older children recognise the impact of new leadership on themes and approaches for collective worship. They demonstrate a mature understanding of how new ideas and activities are building on previous strong ideas. For example Year 6 children were eager to explain how the Reflective Spaces and Christian values explained in collective worship help them understand better the things they did before.

Reflective Spaces and stimulating, creative displays around the school reinforce everyone's engagement with, and value of, experiences from collective worship and personal prayer. Displays for 'If the world were a village', The

Prayer Tree, The Reflection Tree, values boards and reflective spaces in all classrooms effectively illustrate vision, values and aspiration. They are a powerful tool in developing understanding of worship and support its impact on the distinctive Christian character of the school. Knots to demonstrate trust, pebbles for prayers, children's poems, Bibles, 'Good Friend Deeds' recording slips amongst others all encourage children to think deeply. Staff and parents talk about a growing personal confidence in understanding Christian values saying collective worship plays a central part in reinforcing and strengthening relationships and attitudes. Talking about collective worship a Year 5 child said 'you learn lessons and it changes you as a person. The values make sense so you try to be like that.'

Biblical teaching, understanding God and exploring the life and teachings of Jesus is a strong focus of collective worship and impacts children's spiritual, moral, social and cultural understanding. A parent illustrated her young child's developing thoughts and understanding of Jesus when, during a conversation with him, he described Jesus as 'a really helpful person and that's why we have to help people'. Children independently and voluntarily explore Biblical text and are well supported by the prompts and activities sensitively provided. For example during the lunchtime break two Year 3 girls chose to spend a short time at the Reflective Space outside the school office. They found a Bible story and took turns reading aloud. They quite naturally explored other activities and chatted to each other about their thoughts.

Children are confident, sensitive, understanding and respectful of the place of prayer and the impact it can have in their lives. They say they enjoy collective and personal prayer. One Year 6 boy talked about how much they all enjoy the Lord's Prayer saying 'it's really good because it helps us understand how to say thank you to God'.

Creation of a new specific room for contemplative thought and reflection, known as the Rainbow Room, provides a special place for calm, peace and tranquillity. Recent training and support from the Beverly Schools Christian Trust for volunteers has ensured high quality provision. Children choose to use the room at lunchtimes informally exploring prayer and its meaning for Christians. The Rainbow Room is also used to support children with anxieties, behavioural and personal challenges further enhancing the school's provision for those with a specific need.

Attitudes to, and provision, for prayer, theological understanding and personal moral development are highly developed. However, whilst in place, provision for exploring and developing a sense of spirituality is less explicit. This will be an area for further development for the school leaders to consider.

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

All leaders demonstrate a deeply held commitment to the Christian character of the school. The school's distinctive vision and values are held in high regard, lived out and explicitly articulated by senior leaders and governors alike. Most recently, leaders have been further galvanised by the new head teacher who is astute and brave in her drive for raising the profile of the school's Christian values. Her sensitive and empathetic leadership style has enabled initiatives to be rapidly and positively embraced, established and embedded by all for the good of all. In particular, this has resulted in a significant step change in the school community's theological understanding of its vision and values. Sustained governor commitment over time has ensured that the school has remained highly effective during its long period of instability and change. Whilst strategically maintaining well established good practice governors have remained open-minded to initiatives from new leaders. This approach is creating on-going capacity and appetite for further improvement. Governors provide well-informed challenge and have high aspirations for all learners. This enables the school to continually develop and its members to flourish; progress is strong and outcomes for children at the end of Key Stage 2 were in the top 10% nationally in 2016.

Relationships between the school, its families, the church, local communities and the diocese are strong and extremely positive. Community support of the school and the contribution of the church to school life are substantial and bring mutual benefits. The local vicar and his team have a high profile in the school. They are actively engaged in leading collective worship and providing professional guidance in the leadership of and provision for R.E.

Leaders continue to have high aspirations for developing RE and collective worship. The school engages with the community in its FairTrade work and has had a recent bid accepted for a new national initiative with Stonewall that will evaluate attitudes to diversity in Church and faith schools. Regular training for R.E. and collective worship is provided resulting in consistent and appropriate provision for all age groups. Training and professional support has been acted on swiftly and decisively. The arrangements for R.E. and collective worship meet statutory requirements.

Monitoring and evaluation of the impact of the school's vision, values and its Christian character is robust and insightful. It includes a wide range of evidence and considers advice and guidance from appropriate sources in order to make sound self-evaluation judgements. Governors welcome evaluation from all its stakeholders. For example documentation shows children's suggestions for greater pupil leadership to enhance collective worship were acted on and opportunities ensured. Although processes are strong, they would benefit from a collecting together of all evidence in order to summarise and demonstrate evaluation more efficiently.