

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Brafferton Church of England Primary School

Address	Brafferton , York, YO61 2PA		
Date of inspection	14 February 2019	Status of school	VA primary
Diocese	York	URN	121606

Overall Judgement	Grade	Good
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Additional Judgements		
The impact of collective worship	Grade	Good
The effectiveness of religious education (RE)	Grade	Good

School context

St Peter's Brafferton is a primary school with 56 pupils on roll. The majority of pupils are of white British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. Since the appointment of the headteacher in 2017, pre-school provision has been established to sustain the viability of the school and there have been significant changes to staffing and governance.

The school's Christian vision

We are a warm, caring and inclusive school where everyone feels valued and can grow in confidence and faith. In this supportive community, children develop enquiring minds, a lifelong love of learning and a respect for other people and cultures. *Be sympathetic, love one another, be compassionate and humble.* 1 Peter 3:8

Key findings

- Senior leaders have actively embraced the school's Christian vision in order to rapidly set the school on an upward trajectory by creating a learning environment in which all pupils are valued and flourish.
- The headteacher has a very clear vision for Church school leadership which has led to compassionate and courageous strategies for sustainability and inclusion.
- A stimulating and challenging curriculum has promoted spiritual development and led to increased rates of progress for all pupils.
- Biblical teachings are the foundation of carefully planned inclusive worship which helps the school community to appreciate and apply the school's Christian values in daily life.
- Teachers have confidently embraced new approaches to teaching religious education (RE) so that pupils are able to discuss and explain complex Christian beliefs.

Areas for development

- Improve pupils' understanding and appreciation of diversity in belief, culture and lifestyle through the development of a global education curriculum.
- Strengthen restorative practice in line with Church of England guidance so that pupils are more independent in the way that they resolve differences.
- Develop effective strategies for monitoring progress in RE so that teachers can ensure pupils are supported in achieving greater depth in their learning.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The head teacher has worked closely with the diocese to ensure that the school exemplifies best practice in church school leadership. As a result, the governing body has been significantly strengthened and has developed a Christian vision through which everyone shares a common desire to 'aspire, believe and achieve'. Collaborating with parents and pupils, senior leaders have developed an ethos that encourages all to 'be sympathetic, love one another, be compassionate and humble'. The 'Vision and Values in Action' committee systematically reports on the impact of the Christian vision on teaching, learning and spiritual development. This ensures that the governing body maintains a strong focus on Christian vision. As a result, governors are astute and critical friends who effectively support and challenge the headteacher. Together they have taken the courageous decision to establish 'Helperbees' which ensures Church school provision for preschool children.

The school's Christian values influence all aspects of curriculum planning which includes a specific focus on spiritual development. Pupils are curious and eager to ask questions, explore 'big ideas' and enjoy being at school. As a result, attendance is above national average. Pupils now learn in the context of the Christian values of community, compassion, truth, trust, friendship and endurance. This was emphasised by a pupil who said, 'It is OK to get it wrong, it just helps you learn.' Teachers have consistently high expectations of pupils which encourage independent learning and achieving challenging targets. This is beginning to have an impact on attainment and levels of progress, which are broadly in line with national expectations. Support for pupils with additional needs is carefully monitored and tailored so that most are now making accelerated progress toward end of year goals. Teachers benefit from extensive opportunities for training and development through the North Star teaching schools' alliance and with other local schools. As a result, teachers are confident to introduce new ways of learning across the curriculum and are developing middle leadership skills.

The school's Christian vision encourages pupils to be thoughtful, reflective and confident in talking about contemporary issues. They are passionate about the environment and, for instance, are campaigning to increase recycling. They make links between the school's values, Bible stories and their own lives. They talk about Joseph being an example of endurance. One pupil explained, 'Things went wrong but he didn't give up. It reminds me to keep on going.' Pupils are motivated to think of the needs of others because they follow the example of Jesus. They agreed with the pupil who said, 'Jesus stood up for people who couldn't stand up for themselves and we do the same.' Because pupils are self-motivated, they can demonstrate their Christian stewardship whilst choosing causes to support, including a local food bank. Their fundraising to sponsor a child through Action Aid has begun to focus pupils' thinking about social justice. This is at an early stage as the school has not yet developed a global education curriculum.

Pupils describe Jesus as being an example of trust and forgiveness. They relate this to their behaviour and the positive relationships between all members of the school. They trust their teachers, one pupil elucidating 'They don't take sides, they listen and help.' Teachers help pupils to rebuild relationships through forgiveness and reconciliation. However, these strategies are not fully embedded and pupils do not always have the skills to resolve differences independently. Staff have received training in recognising mental health problems which they use in working with families, and other groups, to support vulnerable pupils. Because of the influence of the school's Christian vision, all members of the school community feel confident in sharing their concerns. They recognise that they are valued and listened to.

The school is a very inclusive community which welcomes all pupils, including those who have significant special educational needs or disabilities. Parents of vulnerable pupils recognise how the school lives out its Christian vision by helping their children. This is seen in the deployment of an emotional literacy support assistant to support vulnerable pupils and their families. Together they develop strategies to help pupils access school and to manage their behaviour. The school also works in partnership with other agencies so that all pupils are given the opportunity to 'aspire, believe and achieve'. Attendance and behavioural issues are dealt with sensitively because the school values 'all God's children'. As a result, the number of exclusions and bullying incidents has declined.

Opportunities to experience diversity in a small rural community are understandably limited. Therefore, the school is working with neighbouring schools to develop a curriculum which will help pupils to appreciate and understand different lifestyles. A carefully planned spiritual, moral, social and cultural curriculum develops pupils' understanding and appreciation of religious and cultural diversity. This is enhanced by their learning in RE in which pupils study Judaism, Sikhism and Islam as well as Christianity.

Collective worship is central to school life. It is inclusive and invitational so that everyone, irrespective of personal belief, feels included and enjoys joining in. Collective worship is carefully planned to introduce the school's Christian values in the context of the Bible. Themes are developed so that pupils make links between

the Bible, Christian values and their own lives and beliefs. Worship is consistently structured to help pupils to understand the pattern of Anglican worship. Pupils regularly plan, deliver and evaluate worship in a way that contributes to the spiritual development of their peers.

Because the curate leads worship each week, the strong links between the school and the local church are enhanced. Pupils gain an appreciation of the liturgical year through worship at St Peters Church where they celebrate major festivals. They are able to talk about Christian beliefs and concepts, such as the Holy Trinity, because collective worship helps them to experience what they learn in RE. Pupils are developing a sense of the sacred following time exploring and experiencing the church. This is enhancing their use of the reflective areas around them in school and contributing to spiritual and mental wellbeing. They talk openly about how important prayer is for them, one explaining that this helps him feel that 'God is with me all the time'. This is reflected in the way that pupils take up the invitation to engage in open prayer during collective worship.



The effectiveness of RE is Good

The RE leader has benefitted from regular attendance at diocesan and local training. This has been shared with teachers who have developed a sound subject knowledge and understanding of good practice in RE.

The RE leader, with senior leaders, regularly monitors RE teaching which is consistently good or better. The quality of work and progress that pupils make is in line with other subjects. However, the more able pupils would benefit from regular opportunities to work at greater depth in RE. Effective use of 'Understanding Christianity' learning approaches helps pupils to identify links between text, symbolism and belief so they are able to explore complicated theological ideas.

Headteacher	Judith Williams
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