

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

### Wilberfoss Church of England Primary School

<b>Address</b>	Storking Lane, Wilberfoss, York, YO41 5ND		
<b>Date of inspection</b>	3 May 2019	<b>Status of school</b>	Voluntary controlled
<b>Diocese</b>	York	<b>URN</b>	117998

<b>Overall Judgement</b>	<b>Grade</b>	<b>Good</b>
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
<b>Additional Judgement</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

#### School context

Wilberfoss is a primary school with 215 pupils on roll. The majority of pupils are of White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is lower than national averages. The proportion of pupils who have special educational needs and/or disabilities is lower than national averages. Since the last inspection, the school has appointed the current headteacher, strengthened senior leadership and made substantial changes to the membership of the governing board.

#### The school's Christian vision

*'Let your light shine so that they may see your good works and glorify your Father in heaven.'* Matthew 5:16  
We strive to **believe** in ourselves and persevere, we live well together by valuing friendship and respecting ourselves and others, we **grow** as people who make a difference in the world, we are thankful for what we have and show generosity of heart and mind, so we **achieve** and shine.

#### Key findings

- The whole school community has embraced its reinvigorated Christian vision. This has motivated all stakeholders in their commitment to sustaining the swift pace of improvement.
- This refreshed vision has enabled the development of many areas of school life which are already leading to significantly strong practice, but which are not yet sufficiently embedded to support a higher grade.
- Warm, respectful relationships and positive, caring support flow from the Christian vision. They enable the school to nurture each individual as a unique being, known and loved by God, and therefore of infinite value.
- Carefully planned and delivered inclusive daily worship invites all members of the school community, irrespective of personal faith or none, to benefit from its teaching and its times of quiet spiritual reflection.
- Religious education (RE) is now taught by each class teacher rather than by one RE specialist. This beneficial change ensures that RE is now an integral part of the wider curriculum for all pupils.

#### Areas for development

- Enable and empower pupils to promote positive global change, working to influence and encourage alternative ways forward that improve the lives of others and the natural environment.
- Widen pupils' understanding and knowledge of national and global diversity so that they are able to extend and enrich their appreciation and respect for differing lifestyles, cultures and faiths.
- Develop a structured, systematic approach to ensuring that the wide range of learning outcomes now being used in RE are suitably matched to pupil's abilities, so that their ongoing progress is clearly evident.

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 recent re-focusing of the school's Christian vision has had a positive impact on the many aspects of school life. This invitational vision is now at the heart of how the school community lives and works together as an inclusive Christ-centred learning community. Led by the inspirational headteacher, all stakeholders have worked together. They have used the Christian vision as an instrument of positive change, rapidly driving forward improvements that ensure each pupil's needs are met in the best possible ways. Governors are well informed about the ongoing development of the school because they visit frequently and evaluate the quality of school life for all stakeholders. This methodical evaluation is an essential part of senior leaders' detailed development planning. The school benefits from links with other local schools and support from the diocesan education team. Targeted ongoing professional development ensures all staff and governors receive appropriate training, which enhances their effectiveness.

The core Christian values of the school, perseverance, thankfulness and friendship, are each linked to specific biblical texts. These are brought together in the 'Wilberfoss Way', a clear reminder for all stakeholders of what is expected of them. A pupil explained, 'The Wilberfoss Way reminds us how to be good friends.' The core values also influence pupils outside school, parents commenting on how their children continue to uphold them at home. A pupil observed, 'We should share friendship because Jesus shares his friendship with us.' School policy emphasises the need to 'grow good people' so the behaviour policy advocates positive encouragement for thoughtful, caring pupils. Forgiveness, reconciliation and fresh starts are emphasised to encourage those who fall short of the school's expectations. Instances of bullying are rare and pupils know that senior staff will quickly deal with them. Policies for these areas of school life reflect the Church of England's guidance document 'Valuing all God's Children', emphasising that discriminatory language or behaviour cannot be part of the 'Wilberfoss Way'. This guidance also influences how consideration of self-respect, gender and relationships is part of the pupils' preparation for puberty.

Because pupils enjoy being in school, they want to be there each day, so attendance figures meet national expectations. The school works supportively with the very few families for whom regular attendance is problematic.

In this positive and encouraging atmosphere, pupils flourish and achieve well, each individual experiencing success and feeling proud of their progress. After a period of turbulence in leadership, school data now shows that progress and attainment through school meets and, in some instances, exceeds national expectations. The Christian vision emphasises the importance of appropriate personal academic success for every pupil, including the disadvantaged. Potential barriers to learning are reduced by use of 'pupil passports', which detail required support alongside information about the individual's needs. The school promotes positive mental health and wellbeing by focusing on 'rounded individuals' rather than just academic excellence. To support this, a wide range of extra-curricular activities are available to pupils. Public recognition is given to the attributes, talents and skills of each member of the school community, adults and pupils alike. Such approaches also support pupils' spiritual growth, with times of awe and wonder arising from the positivity of these experiences and achievements.

Through working enthusiastically to support local and global charities, pupils are able to demonstrate their Christian concern for the needs of others. Curriculum and collective worship themes also improve pupils' understanding of global issues. As a result, pupils have begun to perceive that they can work to bring about real change in the world. However, this is still in its early stages and is not fully implemented within cross-curricular learning.

RE is taught in accordance with the East Riding policy, recently augmented by use of 'Understanding Christianity' learning approaches. This resource is already proving beneficial, helping pupils to develop their use of theological language. The new RE subject leader is providing constructive support for colleagues, recently with the use of 'Understanding Christianity' resources. Pupils enjoy their cross-curricular learning which enables all abilities of pupils to achieve success in their learning. However, pupils' sustained progress in RE is not sufficiently clear within the wide variety of learning outcomes. Clear links are made between RE and collective worship. This ensures that worship themes and the 'big' questions of life and belief are discussed in lesson-time, with pupils able to share contrasting opinions and ideas in an atmosphere of respectful enquiry and acceptance.

Due to its rural location, there is a limited mix of cultures and faiths within the local community. Therefore RE and worship themes augment the wider curriculum in supporting pupils to become more knowledgeable about diversity in religion and culture. However, this does not extend to a wider understanding of major faiths, including Christianity, being global and therefore multi-cultural.

Inclusive daily worship is a key aspect of school life, focusing on biblical teaching and the festivals and seasons of the Anglican church year. A Year 6 pupil commented, 'You don't have to be a Christian to learn from Bible stories. They give a message that has meaning for everyone.' Also included within worship themes are local and world events with due mention of the special days of contrasting world faiths. Invitational spiritual reflection and prayer creates a time of calm, inner-seeking thoughtfulness, which for some leads to a sense of the closeness of God in their lives. Prayers used in worship and during the school day include traditional texts, such as the Lord's Prayer. Pupils' own prayers are also regularly used, and the school prayer is known by all. Prayer and reflection extends beyond worship into the school day with regular use made of well-presented reflection areas and quiet spaces around the school.

The school community regularly worships in the local church, so providing pupils with experiences of Anglican worship traditions in a church setting. Parents and extended families are keen to join the pupils for these services, which emphasise the close partnership between church, school and home. Pupils benefit from the range of worship leaders which includes school staff and the parish priest as well as pupils. Evaluations of worship inform worship planning and bring about beneficial changes to format and content.

Acting on the development point from the last inspection, there is now a 'collective worship crew' of volunteer pupils who lead worship at least once each half term. In addition, class worship involves all pupils in taking a turn as its leaders. A pupil commented, 'Everybody listens carefully when children lead worship, because they explain things so we can really understand.'

Headteacher	Kris Henderson
Inspector's name and number	Nigel Castledine 652