

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Beeford Church of England Primary School			
Address	Main Street, Beeford, Driffield, YO25 8AY		
Date of inspection	7 February 2020	Status of school	Voluntary controlled primary
Diocese	York	URN	117969

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

Beeford is a primary school with 91 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. In 2016 the school federated with North Frodingham County Primary School, sharing a governing body, headteacher and business manager.

The school's Christian vision

Being valued and valuing others. **E**quipping one another with the necessary skills to adapt to our ever-changing futures. **L**earning to explore diversity and the mysteries of God's World. **O**pportunities for all to achieve their full potential, through creativity and challenge. **N**urturing ethos, caring and supporting each other. **G**lobal and local communities supported, celebrated and embraced.

'How good and pleasant it is when God's people live together in unity.' (Psalm 133)

Key findings

- Through effective professional development school leaders have a sound knowledge of the importance of the school's distinctively Christian character and the impact of the Christian vision. Monitoring and evaluation take place, but this is not sufficiently rigorous to promote innovative change.
- A strong and shared understanding of the school's Christian vision is underpinned by consistent reference to the values of compassion, friendship and creation. This creates an environment in which everyone can flourish because they are valued and supported socially, emotionally and academically.
- Religious education (RE) is a focus of the school and through the development of a new curriculum pupils can talk about key Christian concepts with growing knowledge, understanding and confidence.
- Collective worship is carefully planned and structured so that pupils make clear links between the school's values and Biblical teaching. However, pupils' appreciation of the impact of worship on believers is not fully developed.

Areas for development

- Develop rigorous monitoring and evaluation of the school's Christian character, with the inclusion of more stakeholders, in order to challenge leaders to achieve greater levels of innovative and exceptional practice.
- Build upon the existing leadership roles for pupils so that they can instigate change and have a positive impact on local, national and global communities.
- Develop in all worship leaders an understanding of the purpose of worship as transformational in the lives of individuals.

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

School leaders have revisited their vision, contained in the acronym 'Belong', to more fully reflect the school's distinctively Christian ethos. All members of the school now describe the benefits of being 'God's people living together in unity'. They share a real sense of being the 'Beeford family' in which everyone is known, cared for and contributes. Consequently, everyone feels valued, motivated and strives to do their very best for themselves and each other. This leads to high levels of attendance and motivation, creating an environment in which pupils make progress in line with or above national expectations. Vulnerable pupils, many with complex family circumstances, are very effectively supported so that they also make good levels of progress. Strong partnerships with the local children's centre and other agencies mean that the school can support families effectively. They are confident in the school's commitment to the social and emotional, as well as academic, development of their children. The 'Chat and Chill' sessions, run by a trained emotional literacy support assistant (ELSA), help vulnerable pupils to manage challenging situations. Because they quickly regain their equilibrium, they benefit from all aspects of school life and exclusions are very rare. Staff are trusted and respected role models, clearly demonstrating positive and mutually supportive relationships which pupils emulate. Because policy and practice are rooted in the school's Christian vision, pupils value the importance of forgiving and forgiveness as they successfully negotiate disagreements.

The curriculum is stimulating, enriching and incorporates spiritual development so that pupils grow as happy and confident learners. They enjoy opportunities to answer 'big questions' and to engage in debate, developing skills to 'agree to disagree'. The curriculum provides effective opportunities to explore different cultures and lifestyles so that, as one pupil explained, 'everybody's different, that's normal.' The appreciation of difference has been enhanced by the celebration of 'odd socks day' and an exploration of different family structures as early years pupils explore weddings in their RE lessons. Older pupils see this as a personification of belonging and living together in unity, as one explained, 'In our school nobody's strange and nobody's a stranger.'

The curriculum links to contemporary and ethical issues and pupils develop empathy for people and places that suffer hardship. They are committed to 'making things better'. A recent first-hand account of the impact of bushfires in Australia has roused pupils' compassion for victims for whom they are raising money. However, opportunities for social action are not always sufficiently co-ordinated to maximise their impact. Pupils have many opportunities to take responsibility, with older pupils supporting and mentoring younger peers. The school's house system promotes this as all pupils feel that they belong to their house family. Together they take responsibility for their school environment and develop their skills, resilience and self-esteem as they encounter the awe, wonder and challenge of forest school.

RE now incorporates learning about a range of faiths and beliefs so that pupils know and understand similarities and differences. This enhances their knowledge of Christianity as pupils make links with Judaism, understanding more fully the impact of Jesus being the Messiah. Lessons are well resourced, active and interesting so that pupils are fully engaged. Attainment and progress in RE are good and in line with that in other core subjects. This is due to good teaching, careful monitoring and effective use of assessment to adapt lessons to deepen pupils' understanding. RE has a high profile in the school. The new RE leader is mentored by the headteacher and both ensure that standards of teaching and learning are high. They do this through regular observation and work scrutiny. The school engages with diocesan training and new methods of teaching in RE are cascaded to all staff. Consequently, more rigorous use of text has led to a much deeper understanding of Christian belief and practice.

Inclusive collective worship is well structured so that pupils understand the school's core Christian values of compassion, friendship and creation in the context of Bible stories and teachings. However, time is not always used well to give pupils a real sense of the potential impact of worship on belief. Pupils enjoy collective worship because it re-enforces their sense of belonging and being united in God. Houses have democratically chosen additional values which have been introduced through collective worship led by house captains. Pupils enjoy being part of the worship committee, supporting acts of worship and leading the gathering and sending out. The use of simple words of liturgy mean that pupils appreciate God as Father, Son and Holy Spirit. Pupils recognise Jesus as 'the light of the world, still with us in the Holy Spirit'. They talk trustingly about God, one boy saying,

'God is on my shoulder and by my side.' They are developing a deeper understanding of the Lord's Prayer but also recognise the value of personal prayer, one pupil saying, 'You can talk to God anytime in your head.' The impact of worship is evaluated, and teachers consistently make links between worship, values and learning. Consequently, pupils explain that the choices they make are influenced by school values which 'belong to the Bible.'

The impact of the school's vision is good because of knowledgeable and nurturing leadership. A strong partnership with the local church and the commitment of governors means that there is a continued focus on the school's distinctiveness as a church school. Leaders have systems in place to monitor the effectiveness of the school and they act as critical friends. Although much good practice is securely embedded, evaluation lacks the rigour and breadth to drive forward that which is innovative and exceptional. Governors took the bold decision to federate with a nearby county school. This provides opportunities for staff collaboration and the sharing of good practice. The headteacher is recognised by the diocese and local authority as a local leader of schools and there is a very strong focus on staff development. Staff are encouraged to develop knowledge, skills and qualifications so that they progress into qualified teacher status. All staff develop leadership skills and experience as they are mentored through new roles and responsibilities. They are encouraged to share their knowledge and expertise through local networks and partnerships. There is a strong focus on mental wellbeing and work-life balance so that staff feel nurtured supported and equipped as they take on new challenges.

Headteacher	Michelle Bell
Inspector's name and number	Geraldine Cooper 696