



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Driffield Church of England Voluntary Controlled Infant School	
Address	Cross Hill, St John's Road, YO25 6RS
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
School's vision	
<p>'Learn to let your light shine'. Matthew 5: 14 – 16</p> <p>We are a place where children and adults, of all faiths and none, flourish and are inspired by the Christian character and values of our school and learn to love God, one another and themselves in order that they can 'live life in all its fullness' (John 10:10) and 'learn to let their light shine'.</p>	
Key findings	
<ul style="list-style-type: none"> • Dedicated leaders ensure that the established vision drives everything that happens in the school. Children and adults 'learn to let their light shine'. • This is a caring and compassionate school family where relationships are strong. Everyone is supported to flourish. • A new curriculum has been devised which engages all children in their learning and supports them to 'live life in all its fullness'. It is beginning to deepen their spiritual development. However, these plans are in the early stages of implementation. • Biblical teaching is the foundation of carefully planned, inclusive collective worship. This helps the school community to appreciate and apply the school's Christian vision and values in daily life. There are very strong relationships with and support from the local church and Christian community. The new church school ambassadors are beginning to develop their role in and beyond the school. • Effective balanced religious education (RE) is taught through the new agreed syllabus and enables children to grasp key concepts in Christianity. However, their understanding of different world views and global diversity is limited. 	
Areas for development	
<ul style="list-style-type: none"> • Embed the new curriculum plans and the agreed shared understanding of spirituality. This is in order to deepen children's spiritual development across the curriculum. • Ensure that the implementation of the new agreed syllabus for RE develops children's broader understanding of diversity within and beyond Christianity. This is so that they begin to appreciate the wider global society in an age-appropriate way. • Further develop the role of the church school ambassadors so that they promote the school vision to 'learn to let your light shine' within school and also in the wider community. 	



Inspection findings

The vision of 'learn to let your light shine' drives everything that happens at Driffield Church of England Infant School. The new headteacher, established governors and staff can explain clearly how Jesus' teaching in Matthew's gospel informs their decisions and actions. Governors are involved in the daily life of the school and are always 'willing to challenge in a constructive way'. They recognise staff as 'the greatest resource' and make ethical choices when setting budgets. Appointed during the pandemic, the dedicated headteacher has had many restrictions on her ambitious plans for the school. However, the foundations are firmly laid for the delivery of new initiatives led by the vision. The diocesan team has played a significant role in training and support. This is impacting on practice in school. Strong partnerships with the local authority and church school groups have a demonstrable impact on pupil learning and flourishing through sharing good practice.

A new, ambitious curriculum has been introduced this year and is shaped by the school vision. The school encourages hope and aspiration so that everyone can flourish through widening experiences and presenting good role models. Alongside the new curriculum, staff have re-visited their shared understanding of spirituality. Although in the early stages of implementation, there are clear signs of the impact of these new initiatives on children's learning, progress and development. For example, the school has introduced a new Early Years curriculum and, due to its success, has been asked to host visits from other schools. All children are welcome in this school and treated as unique individuals. Provision for those who have significant needs is exemplary. Bold, ethical choices are made to support the vulnerable to succeed and flourish. Bespoke packages of learning, additional training and intensive support are a feature of a nurture room set up last year. School leaders work tirelessly with outside agencies and the local authority to ensure children gain access to quality resources and teaching. Opportunities beyond the classroom are carefully planned so that all are included. Every term, all classes visit a local farm to experience the seasons and God's world. Following a survey about lunchtimes, a play leader has been employed to offer a range of activities in the limited outside play area. This budget decision is an example of how the school lives out its vision for children to 'live life in all its fullness'.

Relationships in school are strongly supportive so that adults and children live out the vision to 'love God, one another and themselves'. Staff, including those who are new to the school, explain that there is a 'sense of belonging and community'. They are supported both pastorally and professionally. Children give examples of how they can learn to let their light shine 'through helping and showing respect'. Their behaviour is good because they understand how to share and forgive. Clear communication with parents is valued so that they feel included in their children's education and holistic development. One parent said, 'I couldn't ask for it to be any better.' Parents also explain how the vision is lived out at home where children refer to letting their light shine. There are numerous examples of compassion shown to individuals and everyone feels 'part of a family'. Throughout the pandemic everyone was enabled to flourish through the actions of the school. This included delivering food packages, phone calls and the appointment of a wellbeing governor. The school is beginning to develop children's appreciation of the challenges faced by global society. Children's understanding of injustice and poverty is deepened by accessing information about the charities they have championed. Year 2 children also take part in the Archbishop of York's Young Leaders' Award, which equips them to engage in social action. The newly appointed church school ambassadors have lots of ideas about how they can challenge injustice. One of the ambassadors said, 'I want to make sure everyone is safe.'

Inclusive worship begins the school day and is greatly valued by everyone. It is a true expression of the school's Christian vision and carefully planned biblical teaching impacts on children's actions. In learning about the story of Jacob's large family, they consider how the school's values of respect and honesty need to be lived out so that everyone feels 'part of the school family'. The school has a deeply rooted relationship with All Saints Church. The vicar comes into school to lead worship and warmly welcomes children into church for their celebration of major festivals. Children regard this as 'our church' and say that they 'love to visit All Saints' for services and learning in RE. Members of the congregation come into school to lead a 'Jesus and Me' club, which is always oversubscribed. Another local Christian group contribute to worship weekly by performing Bible stories. The impact is seen through the children's knowledge of the Bible. They can explain the Trinity in an age-appropriate way. This is supported by the song and symbols they use to start worship, welcoming God the Father, Son and Holy Spirit. The diocesan adviser has delivered training in collective worship. This has resulted in a varied approach which includes liturgy, music, story and time to reflect. Invitational language is used and worship is inclusive. The church school ambassadors are in the early stages of contributing their ideas and their remit is both to support worship and to represent the school in the community. One ambassador said, 'I let my light shine by being a good role model and showing the values'.

The experienced RE leader has carefully replanned the school's RE curriculum using the new East Riding agreed syllabus alongside Understanding Christianity units. Training has been a priority, which means that staff are confident in their delivery of weekly RE. Outcomes in books and discussion show a balanced approach. Children are encouraged to ask 'big questions' such as 'Did Jonah let his light shine?' As a result, they consider the deeper meaning of the school's vision statement. Progress is tracked and the RE leader conducts regular interviews with a cross section of children to inform her planning. Delivery of the curriculum is creative. One child explained how they had made up raps to understand and remember difficult words like incarnation and salvation. However, children's appreciation of Christianity as a diverse faith is limited and they are at the early stages of understanding different religions and world views. The Friends of the School buy a Bible for each Year 2 child at the beginning of the year. Children benefit from using the book in learning before taking it home as a special gift when they leave.

Information			
School	Driffield Church of England Voluntary Controlled Infant School	Inspection date	6 October 2022
URN	117974	VC/VA/Academy	VC
Diocese/District	York	Pupils on roll	189
Headteacher	Louise Callaghan		
Chair of Governors	Debbie Sutton		
Inspector	Heather Rattenberry	No.	964