

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Skidby Church of England VC Primary School | |
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| Address | Main Street, Skidby, Cottingham, HU16 5TX |
| 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 | |
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| A Christian school in a small community, making a big difference. | |
| 'encourage one another and build each other up' | 1 Thessalonians 5:11 |
| Key findings | |
| <ul style="list-style-type: none"> • The school's distinctive Christian vision has brought clear focus and direction to ensure rapid progress as a Church school. Leaders are dedicated to make a difference to every pupil and staff member. They are beginning to work more collaboratively with other schools to extend the opportunities on offer to their small school. • The curriculum effectively provides time for reflection and spiritual growth. The school has developed a shared understanding of spiritual development, but this is not embedded across all subjects. • Pupils challenge injustice and engage in meaningful social action projects beyond fundraising. This has a very positive impact on both their own lives and those of others. • Inspired by the Christian vision, collective worship is highly valued and central to the daily lives of pupils. It encourages pupils to reflect on, and live out the school's Christian values in their own lives. • Religious education (RE) is well led and taught across school. Pupils have an informed understanding of a range of faiths. Their knowledge of Christianity as a global faith however, is less developed. | |
| Areas for development | |
| <ul style="list-style-type: none"> • Embed the school's understanding and approach to spirituality across all subjects. This is to fully meet the spiritual needs of all. • Deepen pupils' understanding of Christianity as a worldwide faith. This is so that they are more confident in explaining how faith shapes people's actions and behaviours. • Broaden collaboration with other schools and the wider community. This is in order to share good practice and continue to mutually develop all staff and pupils as learners in a Church school. | |

Inspection findings

Driven by their distinctly Christian vision, this school has been on a rapid journey of improvement as a Church school over recent years. This ensures they are making a big difference in the community they serve. Skidby has experienced significant changes in leadership and staffing since the last SIAMS inspection. Strong leadership from the headteacher, new to Church schools, and very effective support from the local diocese, has brought stability and direction. Leaders and staff are passionate in their drive to ensure every child at Skidby flourishes. Well informed governors are able to articulate how the school's vision is at the heart of school improvement. They monitor and evaluate the impact of the vision across all aspects of school life, including collective worship and RE. Church school effectiveness is a key thread through school improvement plans. This is clearly seen in governors' financial decisions to create a standalone reception class. This ensures that every child at Skidby has the best possible start to their school journey. Working in a small school, leaders talk of their ambition to be more collaborative. This would further extend the opportunities for both pupils and staff.

Leaders ensure that all curriculum decisions have their vision and associated values of respect, resilience and responsibility at the forefront. Unique learning experiences focus on historical pioneers who made a difference in their own communities. These include men and women from a variety of different cultures and also reflects the school's own rural context. Aspirations are high and all, including the most able, are challenged. Pupils take pride in their work and delight in seeing their efforts displayed around school. High quality displays in all subjects, including RE, are a priority and enable pupils to see the progress they are making. Leaders are clear in their belief that success is not merely linked to academic ability. As a result there is a focus on the wider curriculum, so that all talents are recognised. This is clearly evidenced in the way pupils flourish through both the arts and a varied sports programme. An example is the high quality pottery work displayed by Foundation pupils. This is based on the work of Clarice Cliff, a female pioneer, who demonstrated resilience, in the art- deco era.

As a result of recent training, staff have a shared understanding of spiritual development. From an early age there is a strong focus on developing curiosity, by asking questions and reflecting on responses. As a result pupils are able to reflect deeply on the wide and varied experiences provided. Purposeful and varied outdoor learning provides the opportunity for pupils to engage in the awe and wonder of the natural world. Pupils describe their own spirituality as 'being themselves, thinking beyond themselves, caring for others, the wider world and beyond'. In English, texts are carefully chosen to encourage reflection and understanding difference and diversity. However, planned opportunities are not consistent across all subjects.

The vision, founded on the Biblical words 'encourage one another' shines out through the support and encouragement offered to all. Mental health and wellbeing is a priority for the whole school community. Support extends to all staff and families, who speak warmly about the care they receive from school. Leaders encourage all to engage in appropriate training. Staff speak enthusiastically about the family feel of the school and how everyone supports each other. They value changes made by leaders to improve their work load and work-life balance. Every child is welcomed and cared for as an individual. Those with additional needs are treated with love and respect and nurtured to make good progress. Behaviour in school is good. Pupils talk of school being a safe place to be. They value the support of adults in helping them solve any arguments in a positive and reflective way. They are inspired by the school's vision and talk of encouraging each other and acting with respect and responsibility.

Pupils' development as advocates for social justice is particularly strong and goes beyond regular fundraising. Challenged by their learning, pupils are keen to seek justice and fairness for those in society. They talk about 'how they find a problem and try to sort it out'. There are many examples of how they support the local and wider community. Learning about World War 2, has inspired pupils to ask what happens to soldiers after war. This has led to a link with the local Help the Heroes as pupils support homeless veterans with letters.

Collective worship is a central part of daily life, it is invitational and inclusive. It effectively extends pupils' knowledge of the vision and its significance. Pupils talk about how worship enables them to reflect upon how they live their own lives. All pupils have opportunities to plan and lead class worship for the whole school. Prayer is central to school life and pupils value it as an opportunity to talk to God. Personal reflection is actively encouraged, shared and valued. Pupils give an age appropriate understanding of the Christian idea of God as Father, Son and Holy Spirit. Worship is well supported by the local Church community. Some pupils contribute to the worship lives of the community through helping at 'Café Church' and by singing at occasional services.

RE is well led and effectively delivered. Leaders ensure that all who teach RE receive a good level of training and support. As a result staff feel confident in teaching topics and share an enthusiasm for the subject. Pupils engage extremely well in the many opportunities to express their own views. They see it as a safe space to learn to ask challenging questions and engage in ethical debate. They have a good, age appropriate understanding of the religions they study. However, pupils' ability to engage critically with the concept of Christianity as a diverse, living world faith is undeveloped. Pupils enjoy learning about religions and beliefs and this helps them to understand and respect different faiths and cultures. Their knowledge is enhanced by a variety of enrichment and hands-on experiences. For example, the recent Holi Day as part of their work about Hinduism. Governors monitor the provision of RE and robustly hold leaders to account, this ensures RE has a high profile in the school.

| Information | | | |
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| School | Skidby Church of England VC Primary School | Inspection date | 24 March 2023 |
| URN | 117992 | VC/VA/ Academy | Voluntary controlled |
| Diocese/District | York | Pupils on roll | 78 |
| Headteacher | Stuart Richardson | | |
| Chair of Governors | Kate Makepeace | | |
| Inspector | Susan Thackray | No. | 979 |