

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

West Heselton Church of England Primary School			
Address	High Street, West Heselton, Malton, Yorkshire, YO17 8RD		
Date of inspection	24 February	Status of school	Voluntary controlled primary
Diocese	York	URN	121541

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

School context

West Heselton is a primary school with 68 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 above national averages. For a small school there have been significant staff changes in the last year. Pupil numbers are increasing due to pupils joining the school at different stating points.

The school's Christian vision

Children are at our centre. We encourage everyone in our school community to live life well, reflecting Christian attitudes and values, working in partnership as part of a wider, caring community. The hallmarks of a Christian life lived well are – love, joy, self-control, peace, kindness, generosity, gentleness, faithfulness. *But the fruit of the spirit is love, joy, peace, kindness, goodness, faithfulness, gentleness, self-control. Against such there is no law. (Galatians 5 22:23)*

Key findings

- Leadership is strong within a highly inclusive Christian community in which all can flourish. Governors are knowledgeable about the school, its context and wider community. The impact of the whole biblical root to the vision is not clearly visible in all aspects of school life.
- Highly positive relationships, based on the vision and values, allow pupils to fulfil their potential, to be their best. The behaviour of pupils is exemplary with positive attitudes to each other and learning.
- Collective worship is engaging and inclusive with pupils confidently participating. Involvement in independently leading worship is limited to older pupils. Opportunities for spiritual development through personal prayer and the use of reflection spaces are under-developed.
- The Christian vision effectively supports quality inclusion, nurturing and individual provision, allowing a deep respect for difference and diversity. Pupil voice is strong.
- Religious education (RE)and worship promote links across the vision and values across the curriculum.

Areas for development

- Systematically embed the biblical root to the vision so that the initial statement has a more prominent role in school life. This will ensure that its impact on and support for the Christian ethos are explicit.
- Enhance pupils' spirituality through broadening their understanding of personal prayer and use of all reflection spaces. This will allow them, if they wish, to be calm, reflect and pray at different times of the day.
- Develop a wider range of pupils to lead different types of worship. This will extend their understanding of different ways to worship and their role as partners in the Christian distinctiveness of the school.

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

Strong leadership by the headteacher, supported by an effective governing body, has led to a highly inclusive school community. The vision, which provides the core values, was built on the existing mission statement, 'Children are at the centre of all we do.' However, the initial part of the biblical root, 'But the fruit of the spirit is', is not considered part of the vision. Therefore, the vision is interpreted as a list of values, not linked to the spirit of the vision. Policies reflect the values and the biblical root of the vision. The school provides a nurturing and inclusive environment, meeting the needs of all pupils. This includes the significant proportion of pupils with high levels of need, many joining the school at different starting points. Pupils and adults flourish. The headteacher is proactive and effectively working with other schools as part of a teaching alliance and informal networks. This includes organising training on 'Valuing All God's Children' adding to the established respect for difference and diversity. Monitoring of Christian distinctiveness, including the impact of worship, by other schools supports development. Christian distinctiveness is a prominent part of the school improvement plan and is linked to other priorities. Governors regularly visit the school and use the information gathered to inform decision making, exemplified by the focus on mental health and wellbeing for all. Formal written feedback is not systematic. All vulnerable pupils are supported through the provision of adult support and activities such as Forest Schools. Enrichment activities are open to all pupils. Behaviour is exemplary due to the deeply embedded practice based on forgiveness. Pupils relate their behaviour to the core values. The evident acceptance of difference results in an embedded sense of belonging for all.

Staff speak of the vision as being specific values. They interpret the vision as encouraging pupils to live the values and grow. Staff speak of their role as 'giving their best for children to follow', with forgiveness the most prominent value. They value worship as a time when they are all together as a school family. They acknowledge their wellbeing and that of pupils is a priority. Staff relate the hallmarks of the vision to their own lives. They feel the Christian family ethos of the school supports them to grow. It is especially valued in difficult times. Parents are positive about the individual support school gives their children. They appreciate the impact of the values, made more accessible for younger pupils through signing, in making them more thoughtful towards others. They show the qualities developed in school at home. Parents appreciate the additional family support provided when needed. They speak of staff showing the hallmarks of a Christian life and are positive about the impact of this on their children.

School has a prominent role in the community supported by links with the church. The wider community is invited to join with school services in church. Previous work for the Archbishop of York award has left a strong legacy in the regular 'Generation teas'. These are valued by the older members of the community, who speak with pleasure, in being with 'polite, confident and well-behaved children'. An annual pilgrimage to the 'closed church' connects with the Forest Schools curriculum and other subjects. Forest schools effectively supports the personal social and moral curriculum, developing pupil independence in learning. The curriculum succeeds in its intention to provide challenges and build skills to meet individual needs. Themes address difference and diversity including exploring prejudice and global issues such as plastic pollution and poverty. It supports understanding of the vision and allows exploration of other values such as loyalty linked to a theme of monarchy. Biblical quotes support connections between the ethos, learning and behaviour. For example, 'He will always be with you even if you are lost', linked to perseverance.

Pupils describe their school as 'one big family'. Although they speak of and sign the values from the vision, they are unaware of the rest of the biblical root. Younger pupils speak of being a good example to others. Older pupils describe service as 'being helpful without a cost'. Pupil understanding of service is demonstrated by serving each other at lunchtimes. They link service to charity and are proud of their role in worship, looking after younger children and their school. They confidently discuss their social action projects, Fairtrade run by pupils, and support the local hospice, Blue Cross and cancer research. They speak enthusiastically of how they organise themselves to fund raise for their chosen charities. There is a clear commitment to help others.

Collective worship, led by a variety of adults, including the incumbent, is inspirational and inclusive. There is a high degree of pupil participation, but leading is predominantly by adults. Older pupils plan and lead whole school worship fortnightly. Pupils speak of worship as a calming time when they can be together, learning about the

values and how to behave. They appreciate being recognised for showing the values. Class worship has developed in response to feedback from pupils. It supports pupils' understanding of the vision and values. Pupils do not recognise class worship areas as prayer or reflection spaces. Some are, however, beginning to link reflection to the garden and outdoor learning. Pupils speak of prayer as saying thank you and worshiping God. They have limited opportunities to write and share their own prayers. Interactive displays give pupils opportunities to share understanding of values and how they show them in their daily lives. They value worship through song, and choose the songs they sing in school and church. They are knowledgeable about Bible stories. Younger pupils show a limited understanding of the Trinity. Older pupils have an age-appropriate understanding, describing 'Jesus as a physical version of God and the Holy Spirit being all around encouraging us.' Strong links with the church support pupil's spiritual development. Local churches are considered partners in the Christian life of the school.

RE is delivered as an academic subject with rigorous and regular assessment using a school developed grid. The new local agreed syllabus and Understanding Christianity programme are developing deeper thinking and understanding of difference and diversity. Older pupils speak confidently of the characteristics of different religions, illustrated by a display on 'What is Heaven?' which features the Christian belief in heaven, the Hindu belief in reincarnation and Humanist belief that nothing happens after death. Big books provide evidence of progression and pupils' contribution to discussions. Pupil enjoy RE and value the time to share their thinking, ideas and opinions.

Headteacher	Rachel Wells
Inspector's name and number	Pat George 845