

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Sutton on the Forest Church of England Primary School			
Address	Main Street, Sutton-on-the-Forest, York, YO61 1DW		
Date of inspection	15 March 2019	Status of school	VC primary
Diocese / Methodist District	York	URN	121518

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

School context

Sutton on the Forest is a primary school with 73 pupils on roll. The majority of pupils are of white British heritage. The school has a very low level of religious and cultural diversity and 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. The headteacher joined the school in 2018 and there have been significant changes to the governing body.

The school's Christian vision

Our vision is to value everyone to enable them to develop curiosity, ignite a love of learning, discover talents and reach their full potential in a caring and secure environment. This vision is rooted in our Christian values of respect, compassion, friendship and perseverance that are at the heart of our school.

Key findings

- School leaders have prioritised the revision and development of a Christian vision which is based on biblical teaching and underpins key values which inform all aspects of school life.
- Leaders have taken bold decisions which have supported pupils' spiritual development through a well-resourced, exciting and enriching curriculum.
- The consistent application of Christian values is helping all members of the school to believe in themselves and flourish.
- All pupils make good progress because inclusion and wellbeing have a high profile and are very well resourced.
- The curriculum develops pupils' appreciation of the world as part of God's creation, As a result, they challenge human and environmental exploitation through charitable fundraising and campaigning.

Areas for development

- Develop robust and rigorous systems for monitoring and evaluating the impact of the school's Christian vision and values so that they consistently inform strategic development.
- Ensure that links with Budalangi in Kenya are part of a global curriculum which develops pupils' understanding and appreciation of the spiritual, moral, social and cultural strengths of diverse communities.
- Strengthen the effectiveness of the monitoring and evaluation of collective worship through a shared understanding of the purpose and outcomes of worship by all stakeholders.
- Ensure that the new religious education (RE) curriculum includes rigorous systems for monitoring progress so that pupils have the opportunity to work at greater depth.

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

Inspired by the new headteacher, the governing body has embraced a period of change in which members have revised their Christian vision for the school. This is now based on the biblical teaching to 'be like-minded, be sympathetic, love one another, be compassionate, be humble'. The school's values of respect, compassion, friendship and perseverance have a positive influence on all aspects of school life. This has created a school which the vicar describes as 'a real faith community'. The restructured governing body regularly reviews the school's Christian distinctiveness which is part of the school improvement plan. Governors acknowledge that, in their drive for excellence, this needs to be more systematic and robust. Senior leaders seek to 'add value to everyone' so that pupils and staff flourish. The school is committed to preparing staff as future Church school leaders and they enthusiastically embrace opportunities to develop their subject knowledge and skills. They have created a curriculum which is enriching and engages pupils who love being at school. Pupils persevere with their learning and their progress is in line with national averages. The school works effectively with neighbours and has developed a mutually supportive cluster where teachers share good practice. This has led to more secure moderation of pupils' work and more pupils are beginning to work at greater depth.

The creative use of differentiation in mixed age classes means that pupils aspire to develop their knowledge and skills. They encourage one another to persevere until they have mastered something new. Because teachers incorporate opportunities for spiritual development across the curriculum, pupils are joyfully curious and confident individuals. Teachers structure topic time to talk about and respond to what is happening in 'God's world'. Pupils are keen to voice their opposition to injustice and know that they can make a difference through their own actions. One pupil explained, 'We were shocked about deforestation so we wrote letters to the World Wildlife Fund.' Pupils have developed confidence and community spirit through the Archbishop of York's young leaders' scheme. As a consequence they have successfully supported charities relevant to their own community.

School leaders model their inclusivity on Jesus and say, 'Jesus turned no one away, neither would we'. This attracts families who appreciate how welcoming the school is to pupils with special educational needs and disabilities. Because staff know each child as an individual, they target support effectively. All pupils make at least expected levels of progress. Mental and emotional wellbeing has a very high profile. Staff have received extensive training and are able to quickly identify and support vulnerable pupils through effective nurture provision. Parents feel that their children are 'respected for who they are' and attribute this to the school's Christian vision in action. This leads to good attendance and the avoidance of exclusions. Adults consistently model the school's values and help pupils to talk about their feelings so that they are developing resilience. As a result, they resolve differences independently. Pupils and staff appreciate the sense of mutual care, fostered through the school's vision. This creates a positive learning environment in which morale is high and everyone flourishes.

The school provides an education for life, recognising that pupils have little opportunity to encounter diversity. Teachers skilfully use story to introduce diversity of lifestyle and are sensitive to pupils' responses and ways of learning to accept difference. Pupils are, therefore, confident to share their ideas and feelings and know that their views will be respected. They apply the school's values of respect and friendship to daily life. This was emphasised by the pupil who said, 'Just because somebody's different doesn't mean you don't like them, you just need to respect each other.'

Pupils understand Christian beliefs and teachings because collective worship is carefully structured. Pupils know that lighting three candles represents the Trinity of God as Father, Son and Holy Spirit. Pupils know a wide range of Bible stories which they link to the school's Christian values. They relate Bible stories to their daily lives and the positive choices they make. One pupil elucidated, 'I try to be a good friend like the men who persevered and put their friend through the roof so Jesus could heal him.' They make links between collective worship and current affairs so that they talk about values such as compassion in the context of refugees and 'putting yourself in their shoes'.

Pupils lead worship confidently and inclusively. However, their capacity to lead and evaluate worship would be enhanced if they had a greater understanding of the purpose and outcomes of worship. Pupils are helped to lead worship which is engaging and interesting. Worship has a positive impact on everyone present because it links Bible teachings to contemporary issues. Pupils pray with and for their peers with a sincerity which adds to the sense of reverence. They access reflection areas in the classroom and in the natural environment created by forest school. This provision supports pupils' spiritual development very well. Staff encourage pupils to reflect on the world around them and pupils talk about God being everywhere, 'always with us'. Their understanding of Christian beliefs and practices is enhanced through their regular contact with the local church. The vicar leads

worship in a way that is fun and accessible. This creates a strong bond between school and church which is mutually beneficial. The school supports a community in Budalangi. The link is effective in helping pupils to think about diversity and inequality. However, they have not yet developed an appreciation of the spiritual, moral, social and cultural strengths of the Budalangi community.

The school is developing a new scheme of work for RE, based on the locally agreed syllabus. Pupils appreciate diversity because they learn about and meet people of different faiths and beliefs. Pupil progress is tracked carefully and is in line with progress in other subject areas. However, more rigorous formative assessment will support more pupils to reach greater depth in their learning. The headteacher works closely with the diocese and local church schools and is establishing effective good practice which is evident in pupils' books. The range of strategies deployed means that pupils are engaged by RE. A pupil said, 'We do loads of exciting things in RE, it's fun to learn.' The school has recently introduced *Understanding Christianity* and pupils are beginning to explain complex theological ideas about God and Jesus. A pupil said, 'God came to Earth as Jesus and then when Jesus ascended to Heaven, the Holy Spirit came and is with us now.'

Headteacher	Helen Pye
Inspector's name and number	Geraldine Cooper 696