

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| North Ferriby Church of England Primary School | | | |
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| Address | Church Road, North Ferriby, Yorkshire, HU14 3BZ | | |
| Date of inspection | 29 November 2019 | Status of school | Voluntary controlled primary |
| Diocese | York | URN | 117985 |

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| 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

North Ferriby is a primary school with 271 pupil 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. The school has strong links with the local special school and is part of an inclusion project.

The school's Christian vision

"Train a child how to live the right way, then even when he is old, he will still live that way." (Proverbs 22:6)
We are a Christian school with children at its heart, reflecting the five Christian values namely: friendship, forgiveness, trust, service and creation. We prepare pupils for their futures as healthy and safe, thoughtful, enterprising and creative members of their community.

Key findings

- Leadership is strong and inspirational within this Christian community in which all flourish. Governors' formal recording of their monitoring of the vision and evaluation of its impact are not systematically implemented.
- Highly positive relationships built on the core Christian vision and values support pupils to fulfil their potential. The impact of the biblical roots of the vision is not clearly visible across all aspects of school life.
- Collective worship is engaging and inspirational with a high degree of pupil participation and strong church links. It is at the heart of school life and valued by all. Worship through song is a strength of the school.
- Pupils have developing understanding of the purpose and value of prayer, especially at Key Stage 2. The prominence of class prayer spaces is inconsistent as is their use by pupils. There are no formal outdoor areas for prayer and spiritual development.
- Religious education (RE) facilitates strong links across the curriculum. Pupils respond well to these connections, which support the developing impact of the vision and values.

Areas for development

- Systematically implement formal recording of governors' monitoring and evaluation of the vision so that its impact is more clearly evident in school development.
- Enhance pupils' spirituality through the development of indoor and outdoor prayer spaces to allow them opportunities if they wish, to be calm, reflect and pray at different times of the day.
- Further embed the biblical root of the vision so that it has a more prominent role across all areas of school life, to ensure that its impact on and support for the Christian ethos and aims are explicit.

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 able deputy has resulted in a community in which the vision and values are lived out in its daily life. Although adults are familiar with the biblical roots of the vision, it is not explicitly driving school improvement. Pupils are unfamiliar with the vision's biblical inspiration and how this links with the core values and to themes in worship. The stand-alone vision statement explains its links to the motto of 'healthy and safe, thoughtful, enterprising, creative and how it is implemented in school. The updated vision is linked to the future growth of all within an inclusive Christian community. The profile of the meaning of the vision is being raised, as policies increasingly reflect its biblical roots. However, it is not yet shaping all school development.

Governors regularly visit the school to carry out learning walks focussing on values and join with worship. However, their monitoring is not recorded to make the impact of the vision and values explicit. They have a good understanding of the needs of the school community and wellbeing is a priority for decision-making. Staff interpret the vision as preparing children for the future, to be 'better adults'. They value that service is an integral part of the school day. Pupils are thoughtful and considerate. Staff appreciate the school's strong relationship with a local special school and how it enhances their pupils' compassion and understanding of difference. The vision enables all adults and children to flourish. Staff understand that their wellbeing and that of pupils is a priority. Parents are highly supportive of the school and its Christian vision, explaining the values as God's promise to their children. They appreciate the difference the values and the close relationship between school and church make to their children's daily lives. They are also positive about the creative curriculum and how the values are embedded in it, enabling their children to access practical examples of the values and develop positive attitudes to learning and to life.

Pastoral support is a strength of the school because it allows pupils to live out the values. Specialist support staff work with vulnerable pupils, especially those with emotional needs. The partnership with the special school enhances pupils' understanding of and respect for difference. It exemplifies inclusion and pupils value the special relationships they have developed with pupils who regularly visit. Attendance is above national expectations. Attainment is high and pupils make good progress, reflecting the focus on each child as an individual. Behaviour is exemplary and reflects a policy of forgiveness and trust. The curriculum is based on the values and enables pupils to be creative, develop life skills such as enterprise and be healthy and safe. Pupil voice is strong through a very active and effective school council. It supports pupils to suggest social action projects. They have opportunities to feedback their views on RE and worship through regular surveys which helps to improve provision. A link with a school in Kenya is promoting pupils' understanding of Christianity as a global faith and of global issues such as extreme poverty. Pupils engage in social action including supporting the Foodbank and donating clothes and blankets. The school is a base for collecting crisp packets to be recycled into other products. Pupils understand charity can be about actions as well as money, and speak of it as being close to God's heart. They are recognised for showing the values of service, compassion and generosity.

Collective worship, led by a variety of adults including the incumbent is inspirational and inclusive. Strong links with the church support pupil's spiritual development through regularly attending and leading services in church. Music is a strength of the school and the well-established choir enhances the experience of worship through songs on entry and exit. Pupils join in song as they arrive and leave singing. They consider this an important part of their worship and an alternative way to pray to God. Worship supports the vision and values, nurturing pupils' creativity and talents. They speak of worship as 'giving you time to compose yourself'. The 'Sing and Service' worship is independently planned and delivered by pupils of all ages, supported by the incumbent. They value visits to church to worship, as it feels 'right to worship God in his house'. Pupils are familiar with the colours and festivals for the church year. For example they discuss Advent and it's meaning for Christians. Their knowledge and understanding of the Eucharist is under-developed. Pupils describe the lighting of the candle as a reminder that 'Jesus is with us'. Older pupils speak knowledgeably about Christians around the world and how they may worship in similar and different ways. Pupils' understanding of the Trinity is well established at Key Stage 2. They speak of the Holy Spirit coming down and giving the disciples hope and confidence. They feel the Holy Spirit helps them 'be more free' to be confident in who they are. Pupils describe prayer as talking to God and asking

for forgiveness. Prayer spaces in classrooms are not effectively linked to the values and are not prominent as special features. Pupils only have limited opportunities to write and share their own prayers.

RE has a high profile as an academic subject on a par with other core subjects, with pupils clearly enjoying and feeling challenged by their learning. Reflective responses by pupils facilitate assessment of their understanding of concepts taught. Pupils' feedback about their learning in RE has resulted in more opportunities for creative learning and drama instead of writing. The new subject leader has put in place an action plan with clear priorities for development, supporting subject knowledge and consistency of teaching. Links with Philosophy for Children and social, moral, spiritual and cultural development support pupils' understanding of moral codes, respect and tolerance. The resource 'Understanding Christianity' has made a positive impact on the use of big questions for learning and pupils' understanding of Christian concepts. For example, older pupils discuss marriage as a promise and how being part of a faith community helps you keep the promise. They feel they are free in RE lessons to have different opinions, disagree amicably and think deeply. They are highly respectful of and value diversity.

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| Headteacher | Russell Orr |
| Inspector's name and number | Pat George 845 |