

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kirkby and Great Broughton Church of England Primary School

Kirkby Lane, Kirkby in Cleveland, Stokesley, North Yorkshire TS9 7AL

Current SIAMS inspection grade	Outstanding
Diocese	York
Previous SIAMS inspection grade	Outstanding
Local authority	North Yorkshire
Date of inspection	4 May 2018
Date of last inspection	March 2013
Type of school and unique reference number	Voluntary Aided Primary 121611
Headteacher	Celia Wilson
Inspector's name and number	Lizzie McWhirter 244

School context

Kirkby and Great Broughton currently has 126 pupils on roll which is smaller than average. These are mainly from a White British background. The proportion of pupils who have special educational needs and /or disabilities as well as those who are eligible for free school meals is well below the national average. Kirkby and Great Broughton is in a formal collaboration with Marwood Infant School and is part of the Swaledale Teaching Alliance. The leadership of religious education [RE] changed in January 2018 and the headteacher is the current RE subject leader. The vicar of St Augustine's Church is co- chair of the governing body. The two co-chairs took up this responsibility in September 2017.

The distinctiveness and effectiveness of Kirkby and Great Broughton as a Church of England school are outstanding

- The headteacher's dedicated Christian vision and effective leadership ensures this school's distinctive Christian character permeates all school life and underpins the strategic direction of the school as a church school.
- The exemplary partnership with the parish church of St Augustine's, especially through its vicar, enriches the worshipping life of the school community and nurtures the spiritual journeys of the adults and pupils.
- The excellent religious knowledge and understanding of the pupils makes a rich contribution to their spiritual and personal development.
- The caring and nurturing Christian environment within a spirit of love, forgiveness and friendship, enables each pupil to 'be their individual selves'. As a result, all pupils make good progress and achieve very well, academically, personally and spiritually.

Areas to improve

- Extend the monitoring of RE by the governors so this key aspect of Christian distinctiveness is more effectively on a par with the monitoring cycle of other core curriculum subjects in terms of learning walks and book scrutinies. This also supports the RE subject leader in her role.
- Enrich the pupils' knowledge and understanding of Christianity as a worldwide faith and enable them to encounter people of different faiths and none more frequently to nurture their spiritual and cultural development.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Kirkby and Great Broughton's effective Christian vision of 'love of learning, love of life, love of one another' is at the heart of school life. The exemplary Christian ethos seen in the core values of love, friendship and forgiveness enables pupils to learn, grow and flourish. Relationships and behaviour are excellent, with the achievement of the whole child central to the school's mission which is firmly rooted in love. This is because every child is an individual and 'deserves to be loved and valued'. Pupils experience the importance of forgiveness and making a fresh start when they are genuinely sorry and make mistakes. Any vulnerable pupils with emotional or learning needs are supported and 'come on leaps and bounds' with planned interventions by skilled teaching assistants so these pupils too become secondary ready. Consequently, attendance is high for all pupils and there have been no exclusions. Pupils grow and achieve well in their progress and attainment in this small, friendly family school, which nurtures their spiritual, moral, social and cultural development very well. Academically, pupils' achievement is good. The majority of pupils make better progress than pupils nationally from their starting points and current monitoring shows that Year 6 pupils are on track to reverse the slight dip of last year. Both disadvantaged pupils and those with special educational needs do well. Pupils are proud of all their achievements. Parents immensely value this is a Christian school and the work the school is doing to support the firm belief that, 'every child can be their individual self'. Parents and pupils alike speak highly of this 'big family' where trust reigns. Pupils comment that their school's vision means they should have a 'good attitude to learning and not give up on yourself sums up everything we do in worship and our RE topics'. Some pupils explore what Christian values, such as perseverance, mean to them by producing posters to celebrate such values on school residential trips.

Collective worship and RE make very good contributions to the pupils' personal and spiritual development and to the school's Christian character. This school provides a range of after school clubs, including musical sporting and French activities, to enrich pupils' learning and support a wide range of achievement.

Pupils are both excited and challenged by RE. Whilst pupils derive great enjoyment from their RE and collective worship times, they say they would welcome more visits and visitors. Although fundraising for charities extends pupils' global awareness, they have limited understanding of Christianity as a worldwide faith. The school acknowledges that these are important aspects to develop in this rural context and form part of the development plan.

The impact of collective worship on the school community is outstanding

The strong partnership with St Augustine's Church through its vicar, is instrumental in the pattern of the inspirational and inclusive worship at Kirkby and Great Broughton. This includes church services at Harvest, Christingle, Christmas and Easter as well as weekly worship led by the vicar in school. Other local clergy also contribute to the rich variety of Anglican worship and tradition, which pupils and their parents experience and value. Consequently, pupils speak about what God means to them and how they relate to him and the church. Adults, including the teachers, participate in this journey too. Members of the pupil worship team take on leadership roles in planning and leading worship as well as providing their own viewpoints for their teachers and governors to inform future planning.

Pupils reflect and think quite deeply, writing their own prayers and using them in worship. A wide range of pupils read and act out Bible stories, such as The Good Samaritan and The Prodigal Son, which they can relate to their own lives and explore the feelings of biblical characters. They regularly act out the Trinitarian blessing with the vicar, echoing her actions as she invites them to pray with her. They explain in their own words that, 'The Holy Spirit is like the wind. Although you can't see it, it is always with you'. They go on to speak of God the Father as, 'The Father is Jesus' Father and our Heavenly Father.' They say, 'The Son of God came from heaven down to earth to save us all.'

Pupils enjoy visiting York Minster and appreciating what it means to be part of a larger diocesan family. For example, some pupils designed guides to the Minster. Others spoke about the Archbishop of York and how 'he sets a good example to everyone and is an inspirational man'. Some pupils think, 'he should come to our school and show us about Jesus'. Whilst pupils know and use Anglican responses in worship, they say, 'We'd like to learn more about St Augustine because our local church is named after him.' As such, this celebrates the foundation of their parish church and one of the early Church Fathers and advocate of the Christian faith. Pupils are inspired to action in the service of others through themes in the aspirational worship offered. For example, they readily articulate values celebrated in worship, such as friendship. They use friendship chains to record times when they have been supported by friends. Adults and pupils actively participate and reflect about the attributes of friendship, such as relying on each other.

The effectiveness of the religious education is good

Achievement in RE is high and meets, and sometimes exceeds, the expected standards of the RE syllabus. This is

because the quality of teaching and learning in RE is good and assessment is in place. Pupils know what their steps to success are because they follow the same policy as other core subjects. Staff have good subject knowledge and ask effective questions of pupils. For example, they praise pupils for their perceptions and their ability to link ideas together. Consequently, all groups of pupils make good progress in RE, including the vulnerable as well as the more able pupils. Whilst there is a new syllabus and long term plan in place, the RE subject leader, who is currently the headteacher, is very committed to bringing about improvement in RE. She has stepped in to take on the leadership of this important subject as the previous RE subject leader moved on from the school at the end of the Autumn term. The adoption of this role indicates the importance placed on RE by the school. She has carried out monitoring and lesson observations but regular evaluation by governors is still in its early stages. She has been undertaking training and reporting to governors as well as supporting colleagues since the start of the Spring term. RE is on the development plan and progress is reported to governors. The school is incorporating the 'Understanding Christianity' resources into teachers' planning and teaching. This is already having an impact and deepening pupils' thinking, with its biblical focus and depth of enquiry. As a result, they can articulate key Christian concepts, such as incarnation and salvation, very well. Pupils take great pride in their work. They enjoy meeting people of faith and reflecting on their faith and practice. For example, pupils value their vicar coming into RE lessons and interviewing her about her faith, her vocation and her role in the church. Pupils can relate the Christian story of Christmas and Easter in great detail. They can also explain the significance of Ascension-tide and Pentecost. Younger pupils explore the concept of the school's Christian value of forgiveness through the story of Joseph and his brothers. The school has identified that pupils do not have enough first hand contact with members of different world faiths so have been creative in their response to setting up links. For example, pupils have been able to email a Muslim with their questions and received replies about The Hajj.

The effectiveness of the leadership and management of the school as a church school is outstanding

This school has maintained its outstanding judgement, not least because the headteacher is dedicated in her effective Christian vision and exemplary leadership. The headteacher and co-chairs of governors are driven by their strong Christian faith which fires the school's Christian vision to follow Jesus' teaching in showing love for everyone. The vicar and her fellow co-chair bring different gifts and expertise to the governing body. Christian values underpin all policy and practice, with wellbeing for all adults and pupils a priority for Kirkby and Great Broughton's leaders and governors. Staff are fully supported by governors in their professional development. This is true for all staff, whether experienced or newly qualified. Teachers comment on the 'fantastic headteacher and her support' as well as valuing the connection with the church and the friendship, love and forgiveness which is 'around'.

RE and worship meet statutory requirements and are well led, managed and resourced. Links with the diocese are very supportive, with the school benefitting from diocesan training. This is especially true of RE and how new resources have empowered teachers with confidence and deepened their knowledge of Christianity. Links with local schools, especially with Marwood Infants, and the partnership through the Swaledale teaching alliance, are again very positive, with the school held in high regard locally. Foundation governors have a working group which includes looking at RE books and carrying out learning walks and monitoring collective worship. Areas from the previous inspection have been addressed and self-evaluation is accurate, with clear priorities for action. For example, developing the next leaders is a current priority as well as extending the monitoring of RE.

The vicar provides very effective pastoral support for staff. She leads weekly worship and the school features regularly in the church magazine. Working closely with the headteacher, both reflect on the school services, such as Christingle and the Year 3 Bible Service, which is a rite of passage when pupils are given their own Bible. Parents are encouraged to help with Bible homework, so the Bible does not just sit on a shelf but the giving of a Bible makes a difference where values are embedded and accepted. Parents testify to this Christian school where the staff are approachable and pupils get excited about taking part in church services. They especially cite the Harvest services which house captains organise and are followed by the distribution of food to elderly residents in the cottages opposite the church. In addition, pupils sing at the local nursing home and at the Stokesley lunch club.

Dedicated and hard-working staff affirm they enjoy belonging to this strong team within a caring Christian community where all are loved and feel safe and secure. Valuing all God's children is certainly a driver for this school. There is no doubt that the Christian values which run through the school have a positive impact on the ethos of this community.

SIAMS report May 2018 Kirkby and Great Broughton CE VA Primary School TS9 7AL