



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Snainton Church of England Primary School

Address Pickering Road East, Snainton, Scarborough, YO13 9AF

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

Belong, Believe, Become.

Do not be afraid; keep on speaking, do not be silent. For I am with you.

Acts 18: 9-10

We support our children to 'be the change they want to see in the world' through developing an understanding of values, which are rooted in Christian teachings. Christian values drive a broad and balanced curriculum, meaning our children can aspire to any dream and believe in their own abilities.

Key findings

- The strong Christian vision drives all that happens in this small school. It enables everyone to flourish through supportive relationships, where new people and partnerships are welcomed.
- The inspirational and dedicated headteacher is developing the leadership skills of adults and pupils. He supports everyone to be 'the change they want to see in the world'.
- Pupils' spiritual development is enhanced through their values-led curriculum which is supported by carefully chosen texts to show difference and diversity.
- Links with the parish are strong. Collective worship is inclusive, invitational and engaging. However, pupils have a limited experience of diversity of worship.
- Clear, renewed religious education (RE) planning was prepared before the pandemic. It is in its early stages of full delivery.

Areas for development

- Ensure that the school's Christian vision to 'Belong, Believe, Become' continues to sustain and inform collaboration with other schools. This is so that they have further impact on the 'change they want to see in the world'.
- Embed learning opportunities in RE to develop age-appropriate skills of enquiry, critical analysis and interpretation.
- Deepen pupils' experience of worldwide Anglican worship to enrich their experience of faith in today's world.

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

The vision to 'Belong, Believe, Become' drives everything that happens at Snainton. Governors have worked closely with the dedicated headteacher and staff throughout the pandemic. Regular virtual governor meetings are well-attended enabling a culture that is both supportive and challenging. Through clear communication, governors monitor the church school ethos so that they are able to make bold, informed decisions. In line with the vision leaders are not afraid to explore new ways of working. The successful start to the recent collaboration with two other small schools is an example of this. Staff are being supported to enhance their leadership skills in order for the headteacher to work across the three schools. The evidence suggests that parents support the new partnership. They feel that the new arrangement will 'open up new opportunities' for their children. A significant number of new pupils have joined the school in the last year. Staff recognise the impact of the vision in helping pupils to 'quickly step in and belong to our school family'. Governors and staff benefit from a strong partnership with the diocese. Training in school by the diocesan adviser has enhanced the planning and delivery of collective worship. The work undertaken by the headteacher for his Church of England Professional Qualification for Headship supports his strategic leadership. Valued links with the local church community have continued virtually through the pandemic. The new vicar who took up his post in January is described as 'an injection of enthusiasm.'

Leaders' actions to give bespoke support to each family are underpinned by the scripture from Acts to 'keep on speaking'. Genuine caring relationships are at the heart of the school's success in supporting both pupils and adults to flourish. Staff have a detailed knowledge of the needs of each child and their family. During the pandemic they provided individualised learning programmes 'going the extra mile' to deliver these. The school vision that 'Christian values drive a broad and balanced curriculum' is seen clearly in school. This means that the pupils understand the values of friendship, respect, community, forgiveness, trust and perseverance in practice. Forest school in the grounds provides many opportunities to support pupils' well-being through problem solving and learning through nature. The school is outward looking and shares their practice in teaching mixed age groups with many teachers from the Scarborough Teaching Alliance. Staff are determined that 'children can aspire to any dream'. Recent Zoom calls with different professionals gave pupils an understanding of future jobs and roles. The adults in school describe how this has raised aspirations. Parents new to the school have chosen Snainton because teachers 'know each individual child'. The behaviour policy reflects the school's determination to be inclusive. It is based on forgiveness and reconciliation. Simba, the school dog, enables some pupils to overcome anxieties and to be calmer. One parent shared that the support given had enabled her child to 'bloom'. Staff also feel valued and cared for and did so throughout the pandemic. They are clear that their mutually supportive relationships 'have held the school together.' One parent stated, 'This is an amazing school'.

School leaders effectively support 'children to be the change they want to see in the world'. Most recently they have focused on the world climate conference and pupils were 'passionate' about looking for ways to improve the world. At a local level, school councillors organise litter picks, raise awareness of the overuse of plastics and provide better habitats for bees. Pupils are given opportunities to consider 'big questions' through the curriculum which challenges their understanding of wider issues outside the classroom. They discussed the impact of war and refugees in the light of the term's value of perseverance. Pupils relate how William Wilberforce lived out his Christian faith by working to end slavery. They describe how this inspires them 'to believe in their own abilities.' Pupils are supported to understand difference and diversity by carefully chosen texts each term which enhance learning across the curriculum and beyond.

There is a shared understanding of spirituality which encourages pupils to 'go deeper'. Reflection areas in each classroom allow everyone to consider the half term's value in its widest sense. The school outdoor environment has a beautiful reflection tree to sit beneath. Adults and pupils describe the restorative benefits of the art based reflection activities after the first lockdown at the Diocesan Retreat Centre which is close by. Pupils identify opportunities throughout the school day to pray or reflect including lunchtime prayers and during daily collective worship. This is invitational and engaging. A pupil lights the candle and opens worship 'in the name of God the Father, Son and Holy Spirit' which supports children's understanding of the Trinity. Prior to the pandemic, pupil worship leaders had visited a local church school to share good practice. Worship during the pandemic included lively virtual worship led by the new vicar. Parents and governors appreciated the support given through whole school celebration worship online

because ‘no-one was left out’. A recent return to live worship in the church for Harvest was well attended by parents and the community. Pupils are able to relate the teachings of Jesus to their lives and explain forgiveness through reference to the Lord’s Prayer. One pupil related the story of the lost sheep to describe how ‘God never gives up on us’. The local church team lead worship once a week in school and this is greatly valued. During this time each pupil holds a prayer pebble which makes this time special. However, pupils have little experience of diverse traditions in the worldwide Anglican church.

Prior to the pandemic, RE planning was rewritten to more effectively address the needs of mixed- age classes. It utilises the locally agreed syllabus and the Understanding Christianity resource with all staff engaging in training. Teachers are beginning to measure how well pupils learn in RE through the guidance in the syllabus. The pandemic caused practical problems in delivering the full curriculum. However, pupils are now engaged in their weekly lessons and are proud of their floor books. They value the challenge of discussing questions like ‘Can a scientist be a Christian?’ The whole school visited St Michael’s in Garton on the Wolds to study the frescos of scenes from the Bible and pupils have been inspired to discuss their views about God as a result of this experience. Older pupils can discuss prior learning about a range of religions. Before the pandemic the school had good links with a variety of faith leaders and older pupils can recall their learning from these faith visits and visitors. The delivery of the detailed, renewed planning is in its early days. So far there have been limited opportunities for pupils to show age-appropriate skills of enquiry, critical analysis and interpretation or to re-establish faith links.

Snainton is growing in numbers and in reputation within the local community. As they collaborate with other schools there is great potential for everyone to ‘Belong, Believe, Become’ and ‘to be the change they want to see in the world.’

Contextual information about the school

Date of inspection	11 November 2021	URN	121515
Date of previous inspection	03 December 2014		
School status	Voluntary controlled primary school	NOR	38
Name of MAT/Federation	N/A		
Diocese	York		
Headteacher	Matthew Davies		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is above national averages.		
Additional significant information (if needed)	The school has increased in numbers by 60% in the last year. Since September the school has been in a collaboration with two other small primary schools with the headteacher as interim executive head for all three.		
Inspector’s name	Heather Rattenberry	No.	964