



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Staincliffe Church of England Junior School

Address Staincliffe Hall Road, Batley, West Yorkshire WF17 7QX

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

At Staincliffe, we are proud to be a church school at the centre of a multicultural community. Within our Staincliffe family, we respect and trust each other. We aim high and succeed with love, courage and joy in our hearts.
'Be strong and very courageous. Then you will be prosperous and successful.' Joshua 1:7

Key findings

- This is a school where leaders have developed a vision that strongly acknowledges and reflects the diversity of the local community. This is valued and lived out by all and enables both adults and pupils to flourish.
- Leaders are passionate in ensuring all pupils flourish in this vibrant and diverse school. The wellbeing of the whole school community is a priority. However, systems for governors to evaluate the impact of the vision across all aspects of school life are not embedded.
- Led by their vision, leaders have developed an ambitious curriculum that enables pupils to develop independence. Motivated by Joshua 1:7, pupils have the courage to take risks and to trust in their own abilities, in order that they can flourish.
- Recent work in developing Christian worship has ensured that it is inclusive to the school's multi-faith context. However, pupils' engagement is limited as they are not involved in the planning and evaluation process.
- Work in religious education (RE) illustrates a thoughtful understanding of a range of religions. Pupils generally develop age-appropriate skills of enquiry and reflection. However, this is not consistent across all year groups. Regular monitoring of the subject is not embedded.

Areas for development

- Ensure a more robust approach to the monitoring and evaluation of the school's effectiveness as a Church school, in order that the impact of the strong Christian vision can be measured throughout all aspects of school life.
- To continue the development of religious education as a core subject, in order that pupils in all year groups have access to the same high-quality teaching and learning. Ensure leaders monitor and evaluate the impact of pupils' learning across the school on a regular basis, so that good practice is shared amongst all staff.
- To increase pupils involvement in worship by providing them with opportunities to contribute to the planning, leading and evaluation of worship.

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

'I love working at this school. There is trust and respect between all staff members. Our whole school community feels respected and valued, no matter who they are.' This comment from a member of staff, epitomises the warm welcome that every member of the 'Staincliffe family' receives. The life of Staincliffe is characterised by its inclusion and celebration of diversity, both of which lie at the heart of its vision. The Christian vision, underpinned by a Bible passage from Joshua, is equally as important to the high proportion of Muslim children who attend the school. The children explained that in Islam they have a prophet Yusha, who is very like Joshua. They talk of the courage and trust both prophets showed which helps them to be strong and courageous themselves. Children explain how their vision enables them to have courage to try new and difficult things. The vision is led and modelled by the whole staff team, especially through the quality of the pastoral care given to families.

All pupils are valued and school leaders have made bold financial decisions to ensure they provide focused support, especially for the school's most vulnerable pupils. Governors were involved in developing the vision which they articulate well. They give examples of how it is instrumental as they review policies, particularly in relation to behaviour, inclusion and provision for vulnerable pupils. The impact of the vision on these developments have been clearly evaluated and is making a significant impact on relationships in school. Leaders have benefitted from diocesan training and support, and this has resulted in a better understanding of Church school effectiveness. Monitoring by senior leaders informs school development priorities, however, a more robust approach to monitoring the impact of the vision across all areas is required.

School leaders have ensured that mutual respect and trust have been pivotal in developing a strong behaviour policy based on positive principles. Pupils understand that they can make mistakes but that they must trust and forgive others. They talk about how important it is to work together in houses, named after their values. They agree that it is better to work together for a reward than to get one on their own. The school has invested greatly in the mental health of the whole community. Staff help pupils to work through zones of regulation which help them to judge and modify their own feelings and behaviour. This is one example of positive strategies which contribute to improved mental health for all. Staff members work hard to ensure that Staincliffe is a safe space for pupils and their families, and their nurture contributes to this.

Diversity is a significant and embedded thread within the school's vision. This is reflected within the recent developments of the curriculum. Everyone is celebrated for who they are, including the staff, who feel very valued. This is a school where every staff member is given the opportunity to flourish. They talk enthusiastically of the support given to them by leaders, both personally and professionally. It is evident across the everyday life of the school that mutual respect is a lived reality. Leaders ensure that there are many opportunities to improve the life experiences for all pupils. They provide an immersive curriculum enhanced with visits and visitors. The school's residential visit for Year 6 pupils is important in introducing the children to new experiences. Part of recent curriculum development has been the strengthening of personal, social and health education, which encompasses statutory, age-appropriate relationship and sex education. This offers a safe space to reflect and explore big questions. The curriculum is enabling pupils who have special educational needs to flourish and make progress through the nurture which flows from the school's inclusive vision. The spiritual development of the community is supported through opportunities for quiet and reflection. This happens within worship and in considering the big questions of life, both within RE and through some of the wider curriculum.

The development of collective worship has been a recent focus for the school. It has been an important means of embedding the school's Christian vision within the teachings of Jesus and the example which he sets. However, the school has ensured inclusiveness by providing pupils with opportunities to make comparisons with their own faith. Leaders have ensured that pupils and staff have a positive and inclusive experience of praise, worship and reflection, rooted in Christianity. They have ensured that there have been appropriate opportunities for pupils and staff to gather on a daily basis, despite the pandemic. Pupils talk about how they enjoy worship. It is a special time in the day for them to think about how they behave and live their lives. They like the opportunities they have to reflect on what they

have been thinking about, such as when pupils were asked to empathise with the characters in the Christmas story. However, pupils are not given sufficient opportunities to actively engage in worship. They are not involved in the planning, leading and evaluation of worship. Evaluation of the impact of worship is in its infancy.

The RE curriculum reflects the vision of the school in terms of its focus on Christianity and its inclusion of religious diversity. The context of the school means that Islam is often used as a hook and pupils are given many opportunities to explore the similarities and differences. Planning is developed from the locally agreed syllabus. Pupils enjoy RE lessons, especially the enquiry and research element. They like finding out how other people live. RE lessons give them the opportunity to learn about injustice and inequality. Some work on different creation stories led the Year 3 pupils to find out about the work of Water Aid. This prompted them to organise a non-uniform day to raise money to help the charity. Children talk enthusiastically about other charities they have supported such as Batley Foodbank. Work in RE is generally of a high standard and the introduction of 'Big Books' has enabled pupils' thoughts and reflections to be captured, although this is more embedded in some year groups than others. The RE leader is passionate about the subject. He has a good knowledge of how well RE is taught in his own year group and of the long term plans across school. However, there is not a system for regular monitoring or reporting on the effectiveness of RE as a core subject to governors.

Staincliffe is a school where the children's joy of learning and their respect, both for each other and their teachers as members of the Staincliffe family, really does shine out.

Contextual information about the school

Date of inspection	8 December 2021	URN	107710
Date of previous inspection	January 2015		
School status	Voluntary controlled junior school	NOR	336
Diocese / Methodist District	Leeds		
Headteacher	Paul Dixon		
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)	Staincliffe Church of England Junior School is a larger than average 3 form entry school. 93% of pupils are Muslim. A significant number speak English as an additional language.		
Inspector's name	Sue Thackray	No.	979