

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Middleton-on-the-Wolds Church of England VC Primary School</b>	
Address	Station Road, Middleton-on-the-Wolds, YO25 9UQ
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
<p>Our Christian Vision is that our community will be agents of change, agents for change in their own lives, agents for change in their community and agents for change in the global community.</p> <p>"The child Jesus grew and became strong; he was full of wisdom gaining favour with God and with people."</p> <p>Luke 2:54</p>
Key findings
<ul style="list-style-type: none"> <li>• The school's theologically rooted Christian vision is embedded across the life of the school, enabling it to be an agent of change that positively impacts the flourishing of children and adults.</li> <li>• Strong and dynamic leadership is driving the school's journey as a church school, deepening strengths and addressing areas for development identified through monitoring.</li> <li>• The school is a community of love and care, in which everyone is valued and where leaders, staff and pupils are committed and proactive in their support of others. Pupils have not yet had the opportunity to show the same proactivity in initiating and leading social action.</li> <li>• Collective worship is at the heart of the school, providing valued opportunities for spiritual reflection in a variety of ways. The school has begun to expand opportunities for spirituality through the curriculum and at other times, but this work is less well developed.</li> <li>• Religious education (RE) has the status of a core subject and pupils can recall knowledge about faiths and world views. However pupils' knowledge about the required content is not always sufficiently complete and coherent.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Ensure that the school's curriculum for religious education enables pupils to effectively understand and recall core knowledge in the subject.</li> <li>• Develop a shared understanding of spiritual development in order to make the most of opportunities for this within the curriculum and across the life of the school.</li> <li>• Enable more pupils to be agents of change through to initiating, participating in and leading social action.</li> </ul>



## Inspection findings

The school's theologically rooted Christian vision is the passion that drives all that it does. With great dedication and determination, leaders and staff are agents of change for their pupils, resulting in a school community in which pupils and adults flourish.

The school is part of a three school federation of Church of England schools, with shared vision, leadership and governance. The executive headteacher, well supported by other leaders within the federation, works with great focus to fulfil the vision. Leadership decisions are driven by the vision and by a strong ethical foundation. Effective school self-evaluation identifies areas for development. These are addressed with support from a range of partners, including the diocese and the local authority. Governors contribute to the process of school development through supportive questioning and challenge. Currently governors make limited use of monitoring activities within school to further inform their understanding of its effectiveness as a church school, but this has been recognised and is being addressed. A culture of professional development is embedded among staff, who value the encouragement to identify and access training to develop their skills and knowledge.

The school community is one of great warmth and mutual care. Driven by the vision and the example modelled by leaders, all members of the school community are valued and nurtured to be the best they can be. Staff work as a close and mutually supportive team, both within the school and across the federation. Their wellbeing is important to leaders and this is well supported. Pupils show respect and care for each other, regardless of differences. They recognise and value the support of their peers and of staff, and express a strong sense of belonging to the school community.

Leaders and staff have a very strong understanding of the individual needs of pupils and families, and support is adapted to these needs to enable all to flourish. Systems to identify and support those who are vulnerable or have additional needs are well developed. Parents of pupils with additional needs value this personalised approach and praise the leadership of this within school.

Pupils are confident and eloquent. They enjoy school and are positive about the opportunities to learn provided through the curriculum and beyond it. They are happy to discuss their own ideas and opinions, which are considered and well expressed.

Behaviour in school is good. Pupils value being part of a kind and caring community and recognise their responsibilities in creating this. They are proactive in encouraging their peers to behave well, choosing first to help others to resolve problems, before involving adults if required. They are confident that adults deal with negative behaviour in a fair and effective way.

Collective worship is valued by all and is central to the life of the school. Pupils warmly described it as 'a special time to think' and speak about the impact it has on their sense of community and how to live well together. Across a week, pupils and staff gain a rich experience of worship through a variety of approaches, including whole school worship, class worship and celebration. Acts of worship of all kinds are rooted in Anglican liturgy and provide different opportunities for spiritual reflection. Whatever its form, collective worship is inclusive, invitational and inspirational. Pupils are often active participants in collective worship, but have not yet had opportunities to plan and lead acts of worship themselves.

Opportunities for spiritual reflection and discussion are present in school beyond collective worship. For example, questions have been identified across the curriculum to inspire pupils to discuss ideas at a deeper level. However, the lack of a shared understanding of spiritual



development among staff means that opportunities for this are not always utilised to best effect.

Pupils are informed of issues in the world in an age appropriate way through the use of the 'Picture News' resource and through subsequent discussions. The school provides a range of opportunities for pupils to take action to benefit their community and the world. For example, pupils have worked with the local 'Green Group' to plant trees and flowers within the village and further development of this partnership is planned. Pupils value these chances to be agents of change in their community and beyond, but have not had the opportunity to initiate and lead social action projects themselves based on their own concerns and interests.

Religious education (RE) is valued as a core subject within the school. RE has been identified as a priority area within the federation's development planning as it transitions to the new Locally Agreed RE Syllabus. Leaders are working with staff to adapt the curriculum in response to this change and to develop staff knowledge and confidence. Pupils are able to recall knowledge about a range of faiths and world views and can discuss their own responses to these. However, pupils do not recall sufficient core knowledge to be able to express a complete and coherent understanding of the content covered.

The school has a strong and mutually beneficial relationship with the local parish, which enriches the life of the school. For example, the 'Experience Easter' interactive presentation at church was greatly enjoyed by all pupils and Class 1 pupils have gained much from their visits as part of their learning.

Middleton-on-the-Wolds C of E Primary School lives and breathes its vision to be an agent of change. This impacts on staff as they blossom professionally through the support of leaders and peers. It impacts on the community as it benefits from the engagement and activity of the school. Most significantly, it impacts on the pupils, who flourish and thrive through the rich education and care they receive.

Information			
School	Middleton-on-the-Wolds Church of England VC Primary School	Inspection date	22 November 2022
URN	117983	VC/VA/Academy	Voluntary controlled
Diocese/District	York	Pupils on roll	67
Executive Headteacher	Elizabeth Harros		
Chair of Governors	Kate Johnson		
Inspector	Rupert Madeley	No.	2120