

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Dacre Braithwaite Church of England VA Primary School	
Address	Braithwaite, Summerbridge, HG3 4AN
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
The effectiveness of religious education (RE)	Good

School's vision
<p>"I have come so that you may have life to the full." (John 10:10)</p> <p>We embrace this idea in that whatever we do, however we learn, we aim to do it to the best of our abilities; we stress that everyone is good at something. We actively encourage the children to think about how they are 'living life to the full' in their everyday lives.</p>
Key findings
<ul style="list-style-type: none"> • Dacre Braithwaite is an extremely nurturing community where all ages are very well supported and thrive in their personal development and learning. • The vision of 'living life to the full' (John 10:10) is enabling pupils and adults to flourish. The context of the words of Jesus is not so well known by pupils. • Leaders ensure that spiritual development is a priority in the school, with questioning and reflection being particularly important. • There is good, varied collective worship with an emphasis on the living out of Christian values. Pupils enjoy leading prayer in worship when invited to do so. • Religious education (RE) is carefully planned and structured. Pupils respond enthusiastically, particularly through answering and asking searching questions. Pupils show a growing understanding about the diversity of global religions and worldviews.
Areas for development
<ul style="list-style-type: none"> • Find ways to explore more deeply the biblical roots of the vision (John 10) so that pupils are able to appreciate more fully the relevance of Jesus' teachings in today's world. • Enable pupils to contribute spontaneous prayers in collective worship to extend their engagement and spiritual growth. • Develop resources that reflect the lived experiences of religious believers across the world. This is so that pupils gain a deeper understanding of the living and diverse nature of religions and worldviews.



Inspection findings

Dacre Braithwaite School has been a beacon at the top of the hill offering light and hope since 1778. The school continues in this role due to its longstanding, inspiring vision. Totally dedicated leaders are guided in all decisions by the words of Jesus, 'I have come so that you may have life to the full.' (John 10:10). Pupils and adults readily understand how the vision applies to them and it certainly motivates them to be the best they can be. Pupils are less confident about the biblical context of the vision in John 10.

There is an extremely tangible sense of community in the school with whole-hearted commitment to helping pupils to thrive. The vision means that everyone has a 'best' but that 'best' varies from person to person. Staff hence prioritise helping pupils to discover and to develop their skills and talents. This may be in or beyond the curriculum, through personal and spiritual development or beyond the school gate. This is powerfully reinforced through the weekly Barnabas collective worship, where all aspects of success are named and celebrated. This includes examples of pupils and adults living out Christian values. Parents and carers eagerly attend this worship and their involvement builds the sense of community.

Leaders are applying the vision constantly and confidently to their decision-making. They recently joined the Leeds Diocesan Learning Trust as the visions of both organisations harmonise well. The benefits of the relationship are already being felt through the bespoke support and challenge of the Trust. The experienced and dedicated headteacher has undertaken further training on Church school development and she uses this to modify practice accordingly.

The local vicar is a treasured member of the school community. As well as helping fellow governors with theological insight, he frequently leads collective worship. This is warmly received by pupils and adults alike. He adds to the RE curriculum by role-playing Christian events like baptism. He communicates clearly and honestly when answering pupil questions, often on tricky subjects such as the relationship between religion and science. School services are held in local churches and the school plays an important role in the parish. Pupils learnt about the global lack of basic sanitation. They then supported the initiative by informing and motivating parishioners to twin toilets and taps.

The vision inspires staff to work tirelessly to remove barriers to learning, especially for pupils with additional needs. Buying in a special needs coordinator from a local secondary school has added to both the identification of needs and ideas for staff. Pupils value learning and are motivated to do their best. They enjoy listening and responding across a range of subjects. Pupil collaboration is a feature in the classrooms, building their independence and self-esteem. Skilful questioning in subjects, including RE, teases out learning and the results are often profound. The use of 'big questions' and an emphasis on reflection indicate that spiritual development is a priority. 'Choose courage over fear,' was how one pupil reflected on the meaningful values. Curriculum units, clubs and visits all have an element of extending cultural experiences to foster empathy. Pupils gave examples of how visiting a mosque and of a outdoors learning club made them more aware of their neighbours and their environment.

The vision is producing an extremely cohesive, mutually supportive community. Being the best one can be means that strong relationships are a feature of school life. Christian values, such as respect and forgiveness, are important ways of developing character. Pupils have a growing awareness of the importance of courageous advocacy. They are interested in current affairs and react readily to issues of injustice. Pupils recorded and publicised a song of support for the people of Ukraine. Pupils engage in special projects and in competitions in cross-age teams. This stresses the community dimension of the school, especially as the




teams are named after local men who died in World War 1. Leaders understand that one cannot have 'fullness of life' without positive wellbeing. Pupils and adults feel cherished and nurtured as their unique voices in the school are heard and valued.

Collective worship undoubtedly unites the school community, giving hope and togetherness. Leaders have used the organisation that was necessary during the pandemic to amend the schedule of collective worship to include more in classrooms. This has enabled more opportunities for confident pupil leadership. All collective worship is invitational and inclusive of all participants. A three wick candle is an effective reminder of the Christian belief in God as Father, Son and Holy Spirit. Pupils are aware of the liturgical year through a chart in the hall and through services at local churches. Adults and pupils speak movingly of the recent Christingle service in the round and its message of light to the world. Pupils enjoy singing together in worship and have many opportunities also to perform to wider audiences. Teaching from the Bible and about the person of Jesus are a priority in worship. Pupils engage with interest and enthusiasm. The half-termly Christian values inspire pupils and adults to consider the impact of the teaching on life today. Pupil leaders confidently plan, lead and monitor collective worship. Regular prayer is a natural part of school life. Prayer pebbles help pupils to remember items for prayer without having to be too wordy. There are fewer opportunities for pupils to be helped to become more adept at spontaneous prayer.

RE is a key component in experiencing and understanding fullness of life. The RE curriculum fittingly combines diocesan and Understanding Christianity units of work. The units of learning effectively combine together to give good coverage of religions and worldviews. Pupils engage willingly with a variety of resources that inform and challenge them to enquire and to reflect more deeply. Staff planning and evaluating together means that ideas and techniques are readily shared. The subject leader has put into place effective methods of assessment. Monitoring pupil responses verbally, in their books and in the class records swiftly indicate areas for improvement. Pupils have fewer opportunities to understand the lived experiences of religious believers across the world today.



	The effectiveness of RE is		Good
	<p>The carefully structured programmes of learning help pupils to develop good understanding, skills and thinking. Teaching is consistently strong and pupils engage well with the learning. Pupils, including those with additional needs and the most able, make consistent, good progress. Vulnerable pupils are practically supported by exploring subject specific vocabulary, so they access learning readily.</p>		
Information			
School	Dacre Braithwaite Church of England VA Primary School	Inspection date	13 January 2023
URN	149278	VC/VA/Academy	Academy
Diocese/District	Leeds	Pupils on roll	80
MAT/Federation	Leeds Diocesan Learning Trust		
Headteacher	Jo Dobbs		
Chair of Governors	Ian Gray		
Inspector	Simon Stevens	No.	953