

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

<b>Burnsall Church of England VA Primary School</b>	
Address	Burnsall, Skipton, BD23 6BP
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>"Be the Light"</p> <p>Our vision is to help each child flourish into a caring, confident and resilient young person who has a love of learning. We will do this through our shared Christian values of Love, Kindness, Forgiveness, Thankfulness and Trust. We will uphold high aspirations for all our children, through our innovative and inspiring approach to teaching and learning.</p>
Key findings
<ul style="list-style-type: none"> <li>• The strong Christian vision is deeply embedded in all aspects of this caring school resulting in pupils and adults flourishing. Leaders ensure that the vision encourages everyone to 'be the light'.</li> <li>• Collective worship is invitational and inclusive. It offers pupils and adults an opportunity to reflect and supports their spiritual development.</li> <li>• Pupils have a well-developed understanding of what injustice is within school situations. However, their understanding of social injustice in the wider world is underdeveloped.</li> <li>• Pupils have numerous opportunities to lead in school. However, there are limited opportunities for them to be real advocates for change.</li> <li>• Religious education (RE) offers a safe place for pupils to explore beliefs. It supports the pupils understanding of diversity. However, assessment is not fully embedded throughout school.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Embed assessment systems fully in RE so that staff and pupils can identify strengths as well as areas for development.</li> <li>• Further embed the opportunities in the curriculum for pupils to develop their understanding of social injustice. This will result in them knowing so how they can make a difference in the world.</li> <li>• Continue to develop the leadership opportunities offered to pupils to be courageous advocates. This will enable pupils to initiate change in their community and beyond.</li> </ul>

## Inspection findings

Burnsall Primary School is a small rural school where the light of its Christian vision shines brightly. The Christian values of love and kindness are lived out daily in this warm and welcoming community. Pupils enjoy school and are inspired by the vision to 'be the light' in school and at home. For example, one pupil rightly described how she was 'being the light in the community' by picking up litter. The Christian vision, developed by the whole community when the four schools federated, drives all policy and development planning. The commitment of leaders for all to flourish influences strategies including their courageous decision to introduce 'Federation Friday'. On this day, all of Key Stage 2 from the four schools across the federation, access age appropriate subjects, in one school location. Consequently, this promotes enrichment activities, as well as supports the progress of some subjects, including RE. It also helps prepare pupils for transition to secondary school.

Leaders are committed to their continual development as a Church school. The support from the diocese has been integral to recent improvements in collective worship. In response to advice, candles, representing the light in the school's vision, are lit to signify the beginning. This reinforces to pupils that they are all lights and helps define this as a special time. Inclusive worship is carefully planned around major festivals in the Christian calendar intertwined with the values, outlined in the vision. Representatives from local churches support the delivery of collective worship which introduce a range of worship styles. Pupils enjoy the varied approaches used and particularly remember messages when props are used. For example, the magic bag used to explain the creation story. They recognise worship as a time to think. Adults also value this time as an opportunity to reflect and 'be still' in busy days. Pupil leaders are confident in explaining how they support the delivery of collective worship. In addition to supporting leaders weekly, they also plan and lead worship usually once a half-term. They value that adults listen to their suggestions for songs and hymns. Prayers, written by pupils, are used at the end of the school day. The weekly 'shine awards' recognise when values are lived out. Pupils strive to achieve the gold award which celebrates achieving all five values.


Visits, visitors and the arts provide enrichment opportunities, which are carefully crafted around the Christian vision. As a result, pupils love learning. There is a shared understanding of spirituality with opportunities for spiritual development threaded through all subjects. Reflection areas, both inside and outside, are used to 'take time out and think'. The current theme for the indoor area links to Martin Luther King encouraging everyone to reflect on dreams. Pupils use the opportunity to record their own dreams here. Problem solving activities help to develop resilience. Pupils know that things are not always easy but 'if you try hard, you can overcome difficulties'. Debate and discussion are key elements of teaching and learning. Pupils know that everyone is entitled to their own opinion but it is important to respect different views. Opportunities are planned to develop knowledge and understanding beyond the immediate community. This includes introducing concepts of injustice. For example, pupils were articulate when discussing whether the British Empire was fair during the invasion of other countries. They know that they can support charities to help others. However, pupils' knowledge of social injustice and global deprivation are less secure.

Central to the Christian vision that all will flourish, leaders correctly place huge importance on mental health and wellbeing. Opportunities are regularly planned to connect with nature which pupils rightly say help them to become 'calmer and more at peace'. Staff feel valued and listened to. They appreciate the steps taken by leaders to ensure that their workload is manageable. They say that they are enabled to flourish through the opportunities and professional development available through the federation.

Pupils enjoy leading a range of activities in school. Playground leaders say they would like to play netball and football all the time. However, they are aware that this is not fair and organise other games so that all can participate. They ensure that teams are equal and that the voices of all are heard. Older pupils have accessed restorative practice training, which is used to solve minor disagreements at playtimes. They recognise the value of this training for use in later life and particularly when they move to bigger schools. They relate their excellent behaviour to their values of kindness, love and forgiveness. Pupil leaders are keen to be involved with school developments. Recently, they have undertaken a survey about current dinner provision, sharing their results with leaders. However, whilst they can identify that they want changes, they are unsure how to use the information to initiate any improvements.

Pastoral support is a key strength of this nurturing school. All pupils are valued as individuals, and, true to the Christian vision, leaders are committed to everyone flourishing. To support pupils with additional needs, the school instigates a 'chronology of support' and involves parents from the onset. Parents feel listened to and supported. Leaders use well-established links with the local authority to provide professional guidance and support. Practical resources and adapted activities enable all to access the curriculum. As a result, all pupils, including the vulnerable, make progress.

Leaders are keenly aware of the monocultural makeup of their community. This has influenced the content of the RE curriculum agreed by governors in this voluntary aided school. It is shared equally between units from Understanding Christianity and those from the North Yorkshire Agreed Syllabus. Pupils can recall facts about world faiths and explain how they are different to Christianity. Visitors and links with Brunei serve to enhance their understanding. Learners are confident in explaining how to respect everyone regardless of the colour of their skin. They relate this to their Christian values of showing love and kindness. RE units and a 'Spotlight on Africa' week have contributed to pupils' well-developed understanding of Christianity as a world religion. They confidently explain how Christians are found all over the world. They know that they don't all look the same but they all believe in God. Monitoring of RE has highlighted the need to revisit planning for mixed aged teaching in Reception and Key Stage 1. Leaders are working closely with staff and the diocese to ensure progression of skills is clear.

	The effectiveness of RE is		Good	
	Additional capacity has strengthened RE leadership this year, supporting developments. The engaging curriculum, which uses big questions, debate, drama and art to stimulate discussions, is enjoyed by all pupils. Monitoring of lessons, books and learning and verified at inspection shows progress is good. Assessment systems are not always used to identify how well all pupils learn. Marking and feedback is not always specifically linked to RE showing pupils how to improve.			
Information				
School	Burnsall Church of England VA Primary School		Inspection date	9 February 2023
URN	121622		VC/VA/Academy	Voluntary aided
Diocese/District	Leeds		Pupils on roll	51
Executive Co-Headteachers	Claire Greenwood    Chris Parkhouse			
Chair of Governors	Anne Vetch			
Inspector	Mary Connor		No.	2132