

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Friskney All Saints Church of England Primary School	
Address	Church End, Friskney, Boston, PE22 8RD
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>'Trust Shows the Way' Psalm 143.8.</p> <p>Exploring Old and New. Striving for Excellence. Realising Gifts</p>
Key findings
<ul style="list-style-type: none"> • Friskney School is fully inclusive. Difference and diversity are celebrated, enabling every pupil to feel confident in who they are. Pupils have a range of opportunities to explore social action projects, however these do not include those which focus on stewardship of the world God created. • Spirituality is securely understood. It is weaved throughout the curriculum. This enables older pupils to actively reflect and think deeply about their life experiences. Younger pupils have limited opportunities to reflect through play and the use of their outdoor environment. • Pupils behave well. A culture of being safe in God's presence is rooted in the school's Christian vision. Forgiveness and reconciliation underpin school life. As a result, the whole child is cherished and flourishes. Mental health and well-being are an emerging priority; however impact is limited as they are not yet embedded in school life. • Collective Worship is built on a community hospitably coming together. This time is valued, and is centred around the school's Christian vision. It draws on biblical teachings that celebrate the uniqueness of every pupil. As a result, worship creates joyfulness and empowerment in all who attend it. • Religious Education (RE) is taught in a meaningful way. It provides experiences that make it real and alive, through a study of religion and worldviews. It enables pupils to learn about Christianity as a worldwide multicultural faith. Resulting in pupils making good progress in their learning.
Areas for development
<ul style="list-style-type: none"> • Facilitate more opportunities in the curriculum to enhance the spiritual development of younger pupils. • Enhance opportunities for pupils to understand and respond to the exploitation of the natural world and develop further as courageous advocates. • Build on planned opportunities within the curriculum to support further development of mental health and well-being of pupils.



Inspection findings

Friskney All Saints is a small, rural school where every person is included, thoroughly known and genuinely cared for. As a result, everyone feels valued. The Christian vision has created a warm and inclusive ethos. Everyone feels trusted and can trust as this ethos and vision is centred around Psalm 143. It asks the community to trust the school to explore new horizons and realise the gifts of every pupil. The vision is understood and explored through the 'Friskney Five' core values. These are exemplified through the teachings of Jesus and the Bible. Consequently, there is a deep desire to accept one another and develop caring, responsible relationships. Committed governors provide support and take pride in being the guardians of the school's Christian character. This is developed through delegated responsibilities from the Lincoln Anglican Academy Trust (LAAT), which the school is part of. The collaborative work with LAAT and the diocese has enabled governors and school leaders to evaluate the impact of the vision in detail. The local governance committee regularly checks how the vision drives the schools' priorities and as a result this strengthens the outworking of the vision further.

The vision steers the work of leaders. They are passionate about inclusion and have achieved success by integrating pupils who struggle in mainstream settings. Leaders live out the vision by demonstrating a high-level commitment to support the vulnerable. As a result, great care is taken to know each individual so provision can be put in place to enable them to flourish. Examples of this include bespoke support to regulate pupils' behaviour that is underpinned by the Christian act of reconciliation. Therefore, pupils feel fully included and accepted for who they are. Actions taken to support those in need are, in some cases, transformative. One example is how pupils with complex needs flourish through strong support. They are not easy to identify in class and are understood by their peers. Governors are highly supportive by living out the vision. They take courageous actions to ensure pupils have the required support. This includes making financial decisions to provide significant, additional expert advice and staff training on nurture. This results in pupils' learning and emotional needs being enriched.

Everyone is treated with dignity and respect, based on the Christian value of forgiveness. This is because the vision empowers adults to model care and love. It is explored further in the relationships, sex and health education curriculum. In addition, the vision promotes an ethos that celebrates individuality and enables pupils look outward because they feel valued. Pupils are encouraged to pursue their own talents, think outside of the box and aim high. A good example of this is the careers and aspirations week where pupils are encouraged to explore a range of occupations. Individuality is formally celebrated through the rewards used at Friskney. As a result, personal and academic achievements of its pupils are equally valued. These are championed in weekly worship by pupils nominating their peers to receive awards. Thus, the vision is lived out through celebrating individuals' flourishing. Pupil well-being and mental health is supported through these celebrations and by highly trained staff who offer bespoke support. The school's integrated approach to identify and support mental health and well-being issues ensures pupils are nurtured and given additional support. However, there are insufficient opportunities in the curriculum for pupils to develop a clear and personal understanding of mental health and well-being.

Rich opportunities for spiritual development within the curriculum enable older pupils to reflect. For example, older pupils' lessons have regular points for them to stop and critically think. The vision enables pupils to flourish by being curious and questioning. However, younger pupils are limited in their ability to reflect. Opportunities in creative play and outdoor learning are not fully used to support this. Knowledge of regional and national events




provides time for pupils to reflect on injustices beyond their locality. This, for example, has resulted in pupils organising collections for the food bank and collecting clothes and supplies for families in Ukraine. However, pupils have limited opportunities to transfer these skills to wider issues such as caring for the natural world. Positive role models in school and from the local church enable pupils to become good citizens. As a result, they confidently articulate their desire to make a difference.

Collective worship is valued at Friskney. It is inclusive and seen as a conversation with God. Hence, pupils have opportunities to develop a meaningful connection to God through prayer. Here, through choice, many freely ask him for guidance in their daily lives. Pupils lead spontaneous prayer in worship on a regular basis as they cherish this time together. Joyful singing is a key part of daily collective worship which everyone finds uplifting. Diverse Christian teachings within worship have a real impact on the school community. The richness of the church year is celebrated through the strong links with the church. The result is a school identity of tradition, generosity and grace. Pupils play a key role in planning, delivering and monitoring worship. Their voice is acted on by senior leaders on a regular basis, keeping worship dynamic and empowering. The result is that collective worship is a bold, cohesive statement of the Christian foundations of the school.

RE is given a high profile. Pupils enjoy the subject because of the challenge it provides through focusing on believing, thinking and living. Pupils particularly enjoy learning about how religions are diversely lived and as a result, can make critical reflections and comparisons to their own belief. For example, a Hinduism lesson on karma was linked to the school's core values and pupils were encouraged to critically reflect on their own selfless acts using those values. Learning develops systematically over time because knowledge has been effectively mapped out. This, along with RE plans, and training from the diocese, has supported teachers with their confidence. In RE lessons, a wide range of worldviews are explored. This reflects the school's Christian vision of exploring new horizons. Consequently, pupils value exploring rich life experiences in these lessons as they develop an understanding of the diversity of beliefs. Learning is precisely taught as it based on next steps identified from effective assessment. This leads to pupils knowing what they need to do to improve in RE.



	The effectiveness of RE is		Good	
	<p>The RE curriculum is taught well. The subject leader monitors the teaching of RE and supports staff to improve their practice by providing regular coaching. The rich and engaging curriculum encourages pupils to make good progress. This is carefully tailored to pupils of all abilities, including those with special educational needs and disabilities. As a result, pupils discuss theological concepts with growing confidence. This aids them to gain a deeper understanding of Christianity as a worldwide faith within a range of worldviews.</p>			
Information				
School	Friskney All Saints Church of England Primary School	Inspection date	24 April 2023	
URN	148405	VC/VA/Academy	Academy	
Diocese/District	Lincoln	Pupils on roll	87	
Head of School	Tina Wood			
Chair of Governors	Susan Alldread			
Inspector	Christopher Allen	No.	847	