



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

<b>Sandal Castle VA Community Primary School</b>	
Address	Barnsley Road, Sandal, Wakefield, WF2 6AS
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	Requires Improvement
The impact of collective worship	Requires Improvement
The effectiveness of religious education (RE)	Requires Improvement

School's vision
<p>Together we Learn: Together we Live</p> <p>Together we Grow: Together we Give</p> <p>We support each other by giving our time, our kindness, our love and our compassion. Our values underpin our vision as we interpret them through our understanding of important bible stories such as Jesus feeding the five thousand.</p>
Key findings
<ul style="list-style-type: none"> <li>• Pupils and adults actively share what they describe as the 'motto' of the school. However the extent to which they articulate how the school's vision is grounded in a clear theology is less evident.</li> <li>• The school's relentless drive to provide support for all pupils comes from its Christian foundation and highly inclusive ethos.</li> <li>• Pupils enjoy religious education (RE) and speak positively about their learning. Assessment and monitoring arrangements are in their infancy, consequently their impact is not yet clear.</li> <li>• Leaders have established systems to enhance character development. The way that this links to the Christian narrative is unclear.</li> <li>• Time to worship together is enjoyed by pupils. However the way worship is planned and delivered is inconsistent. Consequently, opportunities for spiritual flourishing are underdeveloped.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Ensure the school's vision is distinctively Christian, understood by all and underpins policies, procedures and all parts of school life.</li> <li>• Enhance the consistency of collective worship through strengthening the way it is planned, delivered and monitored. This is to enrich the impact of worship on pupils' spiritual development and extend the way it is inclusive and inspiring.</li> <li>• Develop the RE curriculum so that it reflects the Christian foundation and vision of the school. Establish secure monitoring and assessment systems in RE to effectively inform continuity and progression so that all pupils flourish.</li> </ul>



## Inspection findings

Sandal Castle VA Community Primary School has been through a significant time of change over the last year. However, it remains an inclusive, welcoming and nurturing environment for its families. The whole school community is focused on providing the best care for their pupils and the families they serve. Members of the school go the extra mile to ensure everyone is provided for. Leaders and governors are clear in their ambition to see all families equally cared for and nurtured. However, the way leaders' ambitiousness is directly driven by a distinctively Christian vision is unclear. This is because the vision is not firmly rooted in the Christian story.

Currently, worship is planned using a set of Christian values different from the school's character development values. Consequently, the way worship is an expression of the Christian values and vision of the school is underdeveloped. Pupils' understanding of the way the vision is linked to biblical text is inconsistent. The way the Christian foundation of the vision impacts on current policies and strategic school plans is unclear. Helpful advice from the diocese has been shared but not fully implemented, therefore the impact can not yet be seen.

There are opportunities for the whole school community to flourish through the development of a strong Christian vision. Systems are not yet developed to monitor the impact of the Christian vision and its associated values on the school. The extent to which a distinctively Christian vision drives policies and plans is unclear. Systems to monitor the impact of the Christian vision and values on how it enables pupils and adults to flourish are in their infancy.

Partnerships with the local community are strong. Support through the school's food and clothes banks lives out a sense of the school being a good neighbour. This outward looking, pro-active help is valued by everyone involved and provides practical support to local families.

Support for pupils identified as vulnerable and those who have special educational needs and/or disabilities (SEND) is a strength of the school. Specialist support is prioritised. For example, the school provides counselling and learning support specialists to provide timely intervention ensuring no time is lost, enabling pupils to flourish. Parents are overwhelmingly positive about the nurturing provision for all pupils. As one parent stated, 'the whole school is a big family'. Governors and leaders allocate funding sensitively, support curriculum changes and are dedicated to the culture of nurture which supports all. Consequently, all pupils, including those considered to be vulnerable feel valued and supported.

Behaviour in this school is managed through an approach that gives pupils supported opportunities to practise forgiveness and reconciliation. Relationships between members of the community and the school are generally strong and supportive. The ambitiousness of senior leaders to support pupils with their mental health and wellbeing directly impacts positively on behaviour and attendance. Support is targeted well because staff know their pupils well and are aspiration for all to thrive.

Pupils talk with clarity about ways in which the curriculum supports their understanding of difference, diversity and respect. Staff feel valued and supported at the school. They speak passionately about how the school has supported them through difficult times and looked after them in a caring and supportive way. They appreciate the time and resources that leaders dedicate to their wellbeing and continuous professional development. Pupils understand that the character values, which they call 'tokens', are important to help them live well. Through this nurturing and caring culture, pupils develop positive skills of resilience and


perseverance which helps them in their choices.

Collective worship is not yet central to the life of the school. There are clear pockets of strength, however it is not delivered consistently throughout. Preparation has started to implement a consistent scheme of work for the delivery of collective worship. The extent to which collective worship provides a breadth of opportunities for pupils and adults to pray and reflect is underdeveloped. Leaders have accurately identified plans to provide a programme of spiritual and emotional development.

RE, as a subject, has high status in the wider school curriculum. Time allocated to RE, and the content of the curriculum, meet The Church of England's Statement of Entitlement for RE. Pupils are passionate about RE lessons which provide a safe space to reflect on beliefs. They understand and value the importance of learning about Christianity and a range of faiths and beliefs. Pupils recognise the need to deepen and broaden their views. They are clear that this ensures they develop into well informed, respectful global citizens. Pupils are proud of their RE books. Opportunities exist for older pupils to think deeply about theology, philosophy and human science through debate.

The ambitious, small team of RE leaders are keen to drive forward the effectiveness of RE. Their work on ensuring that curriculum planning is effective and supports progression is starting to have an impact on current provision. There is an agreed syllabus, supplied by the Diocese, that is followed throughout the school. Monitoring and assessment systems to accurately inform staff about what pupils are learning in RE are in their infancy.

The school are working with the local Diocese to support the effective development of RE. This is having a positive impact on the quality of provision.

	The effectiveness of RE is	Requires Improvement	
	<p>Intentional work by leaders ensures positive improvements to the RE curriculum at Sandal Castle. However, not all pupils are able to flourish in RE as the effectiveness and impact of the curriculum and teaching is inconsistent. Through some thoughtful prioritisation, RE leaders are starting to ensure pupils, including those who have SEND and those deemed to be vulnerable, make progress. There is a visible impact of this learning and evidence of an engaging curriculum.</p>		
Information			
School	Sandal Castle VA Community Primary School	Inspection date	18 May 2023
URN	108270	VC/VA/Academy	Voluntary aided
Diocese/District	Leeds	Pupils on roll	618
Acting Headteacher	Mrs Moira Hunt		
Chair of Governors	Alan Richards		
Inspector	Abigail Clay	No.	2204