

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

| <b>Flockton Church of England VC First School</b>   |   |
|---|---|
| Address   | Barnsley Road, Flockton, Wakefield, WF4 4DH |
| School vision   |   |
| <p>Rooted in the community. Branching into the future.</p> <p>Walking together in the light of the Lord.</p> <p>Psalm 119:105 "Your word is like a lamp for my feet and light for my way."</p>  |   |
| School strengths  |   |
| <ul style="list-style-type: none"> <li>• The Christian vision with its strong biblical roots, is clearly understood and articulated by the whole school community. Led by a passionate headteacher, leaders ensure the vision is at the core of every aspect of school life.</li> <li>• The vision unites the whole community all 'walk together in the light of the Lord.' Talents are recognised and nourished and as a result all flourish as compassionate and confident learners.</li> <li>• The school culture of justice and responsibility to others, empowers pupils to be leaders of change. They have the confidence and voice to make a big difference, both locally and globally.</li> <li>• Religious education (RE) is effectively led and well-taught. It provides a safe space to explore beliefs and what it means to live in a diverse world. The curriculum is regularly reviewed to ensure it is challenging and tailored to the needs of the pupils.</li> </ul> |   |
| Areas for development   |   |
| <ul style="list-style-type: none"> <li>• Embed formal monitoring practices so that the impact of the vision can be fully evaluated and celebrated.</li> <li>• Further embed the way that spiritual development is an intrinsic part of the curriculum. This is to enhance the way pupils can naturally reflect upon the full breadth of their learning.</li> </ul>  |   |
| Inspection findings   |   |
| <p>Inspired by the biblically rooted vision, light and love are the heartbeat of Flockton School. The deeply considered Christian vision is evident as unconditional love in action. It strongly reflects the school context and the community it serves. The vision motivates every aspect of school life and transforms lives. All talk passionately about their determination to ensure every child's needs are met which results in a supportive, inclusive culture. Inspired by the vision, there is an openness and honesty in relationships throughout the school. Everyone is free to be themselves whilst respecting the worth of others. Consequently, an atmosphere of harmonious calm permeates this community. The vision draws school, church, home and community into a caring family.</p>   |   |

The vision drives Governors' spending priorities. It 'shines a light' and focus on meeting the needs of each pupil effectively, so that all can grow and flourish. For example, all children attend trips and clubs paid for by school, if required, to ensure that no one is excluded. Leaders and governors monitor and evaluate the impact of the vision upon the school's Christian distinctiveness and the flourishing of all. The way that leaders, including governors, evaluate the school's Christian vision and distinctiveness is at an early stage and not embedded. This impacts on the extent of the way they can ensure its continuous development as a Church school.

This small village school offers a warm and caring welcome to everyone. Staff value and appreciate the many opportunities for professional and personal development, supporting their flourishing. Relationships between pupils are exceptional. Parents value the caring and respectful way pupils treat each other. This is evident in the positive way they play together at break times. Behaviour in school is excellent. In line with the vision, parents speak of how 'Flockton is just like one big loving family.' Examples abound of how every child is welcomed and cared for as an individual. Leaders and staff know the pupils very well. All are treated with love and respect. Through this nurturing culture, all pupils including those who have special educational needs and/or disabilities (SEND) and those considered vulnerable, thrive. Mental health and wellbeing is a priority for the whole school community. Support extends to all staff, pupils and families who speak warmly about the care they receive from school. The 'wellbeing warrior' pupils are trained to support the mental health of pupils and staff.

Leaders have developed an exciting curriculum that enables pupils to develop their special gifts. Enhanced with relevant and developmental activities, and with the vision of light and the value of 'stickability' at its core, all flourish. Asking big questions and following their own pathway in their investigations, is intrinsic to the way pupils study. The impact on learning is excellent. Leaders talk proudly of the success of their pupils when they move onto middle school. The curriculum is enhanced by regular visits and visitors to inspire pupils and broaden their horizons. Outdoor learning is given high priority. New outdoor reflection spaces are currently being installed to enhance this. The extra-curricular offer is wide and varied, enhancing confidence and skills in several areas. Pupils are tasked with selecting their own clubs which prove very popular, in particular cooking. Leaders work effectively to ensure the holistic development of each pupil. This includes their spiritual development. There is a shared language of spiritual development across school. However, opportunities for spiritual growth are more spontaneous than planned. Consequently, planning does not foster a progressive understanding of how spirituality can be built on in all areas of the curriculum.

'Respect for others' and 'speaking out when things are wrong' is a real strength at Flockton. Pupils take their responsibility in making ethical choices and being agents of change very seriously. Opportunities are embedded into daily school life. Pupils are given the confidence to stand up for what they believe in and challenge injustice. Examples of the impact they have had on their local environment are plentiful. The largest being getting the speed limit changed to 20 miles per hour ensuring the community is safe. Pupils are encouraged to speak out when they think something is not right and many of the ongoing projects are legacies of previous pupils. The compassion for refugee communities led to a joint venture with another primary school and '6 Million+' in writing a song. The song about 'one day they would be the adults of the future and create a better world' was sent to the Ukraine to support them. These strong partnerships enable pupils to consider how they can have an impact on a more global level. Understanding that clean water is life-changing for communities, led to significant action to raise awareness of Water Aid. Pupils have a strong sense of responsibility. They are proud to demonstrate the way that the school's vision impacts on the difference they can make to the life of others.

Collective worship is inclusive and central to the life of Flockton. Those of all faiths and none take up

the invitation to participate in their own way. Staff, pupils and adults value time to come together. Pupil worship leaders demonstrate enthusiasm for their role and are keen to be actively involved. Several Christian groups enrich worship in school. An example of this is the recent visit by the 'Open the Book' team and '4 Front Theatre.' This breadth of worship includes opportunities for prayer, stillness, singing and reflection on Bible stories. It plays an important part in developing pupils and adults' spirituality, making all feel part of 'God's family.' Collective worship provides meaningful moments for awe and wonder. Pupils and adults cherish this time and rightly emphasise its impact on flourishing. Adults share how listening to pupils singing makes their day and swells their own spiritual wellbeing. A clear definition of spirituality is in place, but this is not consistently understood across the school community. Opportunities for spiritual development take place, however they are not routinely planned.

RE is given a high status within the school and is well-led. Through sharing their own rich knowledge and life experiences, pupils gain a deep understanding of world faiths. They feel safe to express their own beliefs and convictions in lessons. Pupils are creative, imaginative, curious, they debate, have discussion and show independence. Well-presented work and discussions with pupils provide evidence of high quality and inspirational teaching. They have strong knowledge of Christianity as a global faith. Books and discussions with pupils reflect the creative, rich, and engaging opportunities pupils use to develop their knowledge of world religions and worldviews. Pupils bubble with enthusiasm when talking about their learning in RE. Very young pupils display an age appropriate religious literacy, for example when discussing creation they say 'God made them.'

The inspection findings indicate that Flockton Church of England First School is living up to its foundation as a Church school.

| Information     |                      |                |        |
|-----------------|----------------------|----------------|--------|
| Inspection date | 13 November 2023     | URN            | 107714 |
| VC/VA/Academy   | Voluntary controlled | Pupils on roll | 78     |
| Diocese         | Leeds                |                |        |
| MAT/Federation  |                      |                |        |
| Headteacher     | Emmaline Taylor      |                |        |
| Chair           | Robert Michael       |                |        |
| Inspector       | Elaine Bowers        | No.            | 960    |