

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

North Cave Church of England Primary School	
Address	Station Road, North Cave, Brough, HU15 2LA

School vision

A Christian school at the heart of the community that we serve.
 Achieving our goals as we are guided by God's light.
 Believing in ourselves, in each other and in God.
 Caring and nurturing all of God's children in our school family.
 Sharing our aspirations through our exciting, enriched and inclusive curriculum.
 'Therefore encourage one another and build each other up, just as in fact you are doing.'
 1 Thessalonians 5.11

School strengths

- School leaders ensure the Christian vision drives decision making to enable the flourishing of pupils and adults. They check its impact regularly and effectively with the support of key partners, including The Education Alliance trust. Pupils and adults can explain how it makes a positive difference in their lives.
- The vision is at the heart of curriculum development in this school. As a result, the school's curriculum encourages every pupil, including the most vulnerable, to achieve their goals. It empowers them to do so through constant and committed care and support. For this reason, pupils flourish academically.
- Collective worship is valued by all as an invitational space of belonging and togetherness. Strong partnerships with the local church enable pupils to engage with the key features of the Anglican tradition. Collective worship encourages pupils and adults to reflect on big questions of faith, meaning and purpose. Consequently, it inspires everyone to consider how they can act in the world to make it a better place.
- Leaders have used the vision to create a transformational culture of inclusion and encouragement. Each person is celebrated, and their interests and talents are nurtured for the benefit of the whole school community. As a result, they feel their voices are important and they are beginning to use them to take actions that promote justice.
- The religious education (RE) curriculum is planned so that pupils can engage with a range of worldviews and religions, including Christianity. Pupils value the subject highly and leaders ensure that it is a key priority in school development plans. Well-supported staff continue to work hard to ensure pupils understand the different ways of knowing about religion and belief.

Areas for development

- Continue to build on existing opportunities for pupils to use their voices to challenge injustice. This is so that they know, understand and can see that they can affect positive change in the world.
- Within the context of the school's vision, strengthen the existing understanding about spiritual flourishing. This is to extend the way belonging to the school community makes a

difference to the spiritual growth of adults and pupils.

Inspection findings

Leaders understand that 'with a vision, people grow'. This has motivated them to ensure that the school's Christian vision drives their work. Principles of encouragement and inclusion rooted in biblical teaching shape this school's vision. It accurately reflects the school and its aspirations for everyone. The vision underpins everything that happens in the life of the school. This includes the decision to join The Education Alliance trust. The whole school community understands the vision. They can talk with confidence about the positive difference it has on their lives. Leaders regularly check the vision is enabling pupils and adults to flourish. Their evaluation is effective because it drives changes that improve the school community.

The Christian vision is at the heart of curriculum development. Leaders have effectively developed the curriculum with key partners, including the trust. Careful thought ensures that it reflects the context of the school. Staff work hard to ensure that every pupil can access the curriculum. Consequently, pupils are enabled to achieve their goals. This includes pupils with special educational needs and / or disabilities (SEND). The ambitious curriculum provides rich opportunities for pupils. This includes learning beyond the classroom. For example, leaders have committed to a residential for every class. As a result, pupils are developing confidence, resilience and self-awareness. This empowers them to believe in themselves and others. 'Golden threads' running through the curriculum contribute to pupils' spiritual development. These include reflection, questioning and communication. The curriculum enables them to address big questions that widen their horizons, including questions about justice and responsibility. Pupils value the opportunity to look 'inwards, upwards and outwards' in lessons. As a result, they have a caring and thoughtful attitude towards their learning. They are beginning to consider how they can 'make a difference' in the world.

Collective worship is an important space of belonging to the whole school community. Everyone is invited to join in. As a result, people feel part of something bigger than themselves. Leaders work hard to make sure that everyone feels included. For example, pupils' commitment to learning some British Sign Language ensures those who are deaf feel welcomed and valued. Collective worship is carefully planned so that pupils engage with biblical narratives. This includes stories of people who show courage and try to make the world a better place. Pupils are inspired by this to consider how they can make a positive difference in the world. They appreciate opportunities to find out more about the Anglican tradition in collective worship. Opportunities to lead prayer and offer their own reflections enable pupils to consider their own beliefs and values more deeply. This contributes positively to their spiritual development. However, the way they demonstrate an understanding of spirituality is less secure. 'Worship squad', made up from pupils in each class, plays a key role in delivering collective worship. They value this and would like to extend their responsibilities further, for example, by planning collective worship. In this, they are motivated by the school's vision to believe in themselves and show care for others. Adults speak highly of having the opportunity for reflection and time together. They praise the support of the local church. Pupils and adults are less confident in explaining how collective worship helps them grow spiritually. Consequently, this limits the impact of worship on adults and pupils' spirituality.

Inspired by its vision, the school has developed a strong culture of inclusion, nurture and encouragement. Leaders go above and beyond to ensure that pupils remain part of the caring school family when facing challenges. This is especially the case for pupils deemed to be the most vulnerable. For example, leaders ensure that all pupils can contribute to moments of celebration for the school community, even when they cannot be physically present. Consequently, pupils feel

cared for and encouraged. Staff receive significant encouragement from leaders and the trust. This includes support for their wellbeing and professional development. As a result, they feel aspirational about their potential. They are also empowered to share their interests and talents for the benefit of the whole school community. There is strong communication with the wider community, including parents and carers. This enables the ethos of care and encouragement to extend beyond the school. As a result, pupils grow in confidence, independence and resilience.

Positive partnerships with the trust, diocese, church and other local groups shape the school's approach to justice and responsibility. Pupils enjoyed participating in a recent Pupil Leadership Summit organised by the trust. This increased their confidence in speaking out and believing in themselves. Pupils learn about justice and responsibility through a range of leadership opportunities. This includes school council, worship squad and play finders. They particularly value helping those who are younger than themselves. As a result of these opportunities, pupils feel that their voices and actions are important. Some pupils are beginning to shape the school's culture of justice and responsibility. Leaders are committed to increasing opportunities for pupils to seek and accept responsibility. This includes the newly established 'courageous advocates award' and projects addressing the impact of climate change in the local community. Pupils engage with this enthusiastically. However, not all pupils know that they can set in motion actions that make the world a better place.

The RE curriculum is carefully planned so that pupils explore a range of religious worldviews, including Christianity. Pupils are also able to engage with non-religious worldviews as part of the RE curriculum. As a result, they are respectful of difference and diversity. They also better understand the importance of exploring their own beliefs and values. Leaders ensure that RE is a priority in the curriculum. They do this through appropriate support and training for the RE lead and teacher. Consequently, the RE curriculum has been adapted to meet the needs of all pupils. This support also empowers the RE lead to share good practice beyond the school. Leaders continue to work hard to develop pupils' understanding of the different ways of knowing about religions. This includes looking at religions through the lenses of theology, social science and philosophy. As a result, pupils are able to engage with living and globally diverse faiths and beliefs, including Christianity.

The inspection findings indicate that North Cave Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	16 January 2024	URN	147504
VC/VA/Academy	Academy	Pupils on roll	118
Diocese	York		
MAT/Federation	The Education Alliance		
Headteacher	Richard Winks		
Chair	Anita Backhouse		
Inspector	Gillian Georgiou	No.	2144