

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

<b>Kirkburton Church of England VA First School</b>	
Address	School Hill, Kirkburton, Huddersfield, HD8 0SG
School vision	
<p>Nurturing our children to love, learn and shine.</p> <p>At Kirkburton CE First School, we encourage each and every one of our children to achieve their best! Our children love all their neighbours as themselves, learn by working hard and embracing challenges, and shine their lights and talents brightly every day. Our caring school nurtures Christian values and welcomes children and families of all faiths and backgrounds and of none. Everybody has a place in our school.</p>	
School strengths	
<ul style="list-style-type: none"> <li>• Leaders have prioritised the renewal and reinvigoration of the Christian vision. It is clearly articulated and understood by the school community and is central to the life of the school.</li> <li>• Led by the vision, leaders have carefully thought through and shaped a curriculum for their context. This is providing opportunities for pupils to personally and academically flourish.</li> <li>• Collective worship is valued as an important time for reflection and spiritual growth. It inspires pupils and adults to live out the vision each day.</li> <li>• A caring approach is fostered through trusting and loving relationships. The vision drives a culture in which wellbeing is given high priority and the uniqueness of each individual is celebrated.</li> <li>• Pupils are considerate of one another. The encouraging ethos gives pupils a voice, enabling them to believe in themselves. Leadership opportunities are supporting them to grow as agents of change.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Develop a strategic approach for governors to monitor and evaluate the impact of the school's Christian vision over time.</li> <li>• Build a deeper understanding of spiritual development within the curriculum so that pupils have planned opportunities to grow as reflective learners.</li> <li>• Embed the newly shaped religious education (RE) curriculum. This is so that pupils deepen their understanding of a greater range of religions and worldviews.</li> </ul>	
Inspection findings	
<p>At Kirkburton CE First School, the community is united in its vision for all to love, learn and shine. By renewing the Christian vision, leaders have ensured that it is well known and drives all aspects of school life. It underpins relationships meaning adults and pupils feel cared for and valued. The language of love, learn, shine is used throughout the day. Pupils understand that the associated Bible verses are there to support them in living out their values in daily life. For example, loving everyone by treating others as you would want to be treated yourself. Staff feel connected by the</p>	

vision and appreciate the time given to reflect on what it means to them. Governors come back to the vision when making decisions. They are ambitious in their drive to realise the vision and monitor the work of the school. However, there is no systematic plan to evaluate how far the vision has had an impact.

Leaders have designed a curriculum inspired by the school's vision which prepares pupils for life beyond Kirkburton. It is aspirational and encourages pupils to look outwards. Emphasis is placed on making connections between themes so that learning makes sense. Careful consideration is given to topics and texts. This is so that diversity is celebrated, and pupils build an understanding of the world in which they live. Wider opportunities for learning are offered through forest schools, visits and visitors, as well as a range of extra-curricular activities. These enrich learning experiences further. Leaders and staff constantly reflect on the curriculum to ensure its effectiveness in realising the vision.

Pupils have a growing understanding of spiritual development. Recent training from the diocese has equipped staff with a shared understanding of spirituality. They capture what they identify as 'moments of grace' throughout the school day and explore these, taking time with pupils to wonder and ask big questions. Opportunities to explore spirituality are not an intrinsic part of the curriculum. Consequently, pupils do not always have the chance to deepen their own spirituality in different ways.

The statement in the vision that 'everybody has a place in our school' is lived out in practice. There is a deep understanding of the link between nurture and learning. Pupils with special educational needs and/or disabilities (SEND) or who are vulnerable are supported in an encouraging environment. Use of the nurture room, and associated interventions, provides pupils with opportunities to succeed and shine. Leaders and governors have made bold decisions in supporting provision so that all can flourish. Staff are well supported by the special educational needs and/or disabilities coordinator (SENDCO) and work together to ensure a holistic and consistent approach. They understand the needs of pupils and have built positive relationships with families.

For leaders, maintaining and enhancing the mental health and wellbeing of all is a priority. The SENDCO, mental health lead and nurture lead work very closely together to ensure early identification of need. Pupil wellbeing champions are empowered to help themselves and others; each supported by a teacher mentor. As a result, support for pupils is plentiful when needed. Families are supported through informal drop-ins and coffee mornings. Parents and carers know they can approach the school for support. Staff value the importance placed upon their wellbeing. This was reflected in the words of one staff member who appreciated feeling 'respected, loved and looked after'.

Collective worship is a valued part of the school day where pupils and adults gather for reflection and spiritual growth. Careful planning of worship explores the school vision and celebrates the church calendar. It is inclusive and invitational. Staff speak of a shared understanding that 'I am welcome as I am'. This respectful approach is appreciated by pupils and adults alike. Singing is joyful and pupils are inspired to think about how they can make a difference in their lives outside collective worship. Class worship creates space for deeper thinking as questions relating to the worship theme are further explored. Class spiritual journals capture reflections, questions and thoughts that can be revisited at different times. Worship is enhanced by the partnership the school has with All Hallows' Church. The vicar leads regular collective worship in school and in church. She helps to develop pupils' understanding of the church year through class workshops. A current and former governor support pupil leadership of worship. The school's partnership with the Methodist Church brings further opportunities for spiritual growth. A Christian charity leads 'spiritual journeys' for pupils which offer times for personal reflection through a variety of activities. These are also arranged for

staff offering time for both pupils and adults to grow spiritually.

RE has a high profile and subject leaders are committed to ensuring it meets the needs of all pupils. Regular network meetings allow for the sharing of good practice which is disseminated to staff. The school has worked closely with the diocese to make sure the RE curriculum meets the requirements for the subject as a Church school. The curriculum now balances the teaching of Christianity with a range of other religions and worldviews enabling progression. Regular theme days enrich the curriculum and are planned into the RE curriculum calendar. Pupils talk about RE with enthusiasm and can see its importance. They appreciate how the subject supports them in learning how to live well with others. They are growing in confidence and feel safe to express their own thoughts and ideas. Visits to places of worship enhance the curriculum and are valued by pupils. Teaching in RE enables pupils to make progress. Regular assessment is allowing previous learning to be built upon so that key concepts can be fully explored. Resources in school support the teaching of Christianity well. As a result, pupils' understanding of the Christian faith is secure. However, pupils' understanding of a breadth of other religions is less well developed.

Through planned curriculum opportunities, and collective worship, pupils are gaining an understanding of injustice. They are being enabled to explore the effect their actions have on others and the world in which they live. Through the vision, they are encouraged to use their voice in a range of leadership roles. As Year 5 playleaders, older pupils are invested in nurturing and encouraging the younger ones. Wellbeing leaders champion positive mental health providing support for their peers. The school council plan litter picks and show Christian generosity through fundraising. Pupils are empowered as leaders and know they can make a difference, acting as change makers within and beyond school. As one child concluded 'We're a loving school where everyone has their moment to shine'.

The inspection findings indicate that Kirkburton CE VA First School is living up to its foundation as a Church school.

Information			
Inspection date	25 April 2024	URN	107745
VC/VA/Academy	Voluntary aided	Pupils on roll	125
Diocese	Leeds		
MAT/Federation			
Headteacher	Will Adams		
Chair	Gemma Berry		
Inspector	Philippa Boulding	No.	965