

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wykeham Church of England VC Primary School	
Address	Main Road, Wykeham, Scarborough, YO13 9QB
School vision	
<p>“I have come that they may have life and have it to the full.” John 10:10 Two unique schools, one federation family - A loving, nurturing community, where everyone learns, lives and grows together with Christian values inspiring all that we do.</p>	
School strengths	
<ul style="list-style-type: none"> • The school’s Christian vision is well embedded and underpins relationships throughout the whole school community. It enables staff and pupils to respect, collaborate and support each other so that pupils, including those who are vulnerable, flourish. • Deep, thought-provoking questions woven through the curriculum provide challenge and enable pupils to flourish academically. Effective partnerships enhance the curriculum, providing shared expertise, joint collaborative research and staff networking opportunities. • Collective worship is central to life at Wykeham CE Primary School. It is wholly inclusive, enabling pupils and adults to flourish spiritually. It offers a time in the day for coming together and an opportunity to ‘stop, listen, reflect and think’. It inspires both pupils and adults to consider how they can serve and support themselves as well as others. • A culture of wellbeing and care for one another clearly enhances lives and relationships. Pupils and adults feel loved and nurtured, within this distinctively Christian community. • Strong leadership of religious education (RE) ensures that the curriculum meets pupils' needs and supports teachers, so they teach well. Consequently, pupils enjoy and value their learning in RE. 	
Areas for development	
<ul style="list-style-type: none"> • Formalise a whole school understanding of spirituality by a consistent approach to identifying spirituality in action. This is so that pupils can articulate their own spiritual development. • Establish opportunities for pupil led engagement in social action. This is so that pupils gain confidence in challenging injustice. 	
Inspection findings	
<p>Wykeham is a unique school, where all are encouraged to ‘have life and live it to the full’. The biblically rooted vision is well embedded and drives this thriving community. Leaders ensure that the vision underpins strategic decisions to enable flourishing. A sense of loving family permeates, meaning that adults and pupils are nurtured. The vision and values of the school are central to the induction of new staff or governors. This ensures that the Christian distinctiveness of Wykeham is</p>	



maintained.

Pupils understand the importance of the Christian vision to them. They talk keenly about the need for joy, friendship and love for true fulfilment. Pupils balance this eloquently with the requirement to help others. Parents are well informed about the school's vision and values. They share how much their children treasure the honour of being named 'values champion' for the week. This living out of vision is apparent in relationships across the school. Pupils show care for one another out in the playground. Respectful debate is encouraged and modelled by adults in the classroom. Staff are well supported in their roles. Governors know and understand their school community well. This enables them to competently support leaders in ensuring that planned actions are driven by the school's values and vision.

Through their federation with another local Church school, the shared vision is amplified. Staff feel workload is lightened, as they plan together with their federated partners. They value the opportunity to help colleagues across the federation. This brings an increasing confidence and sense of flourishing to adults. Planned opportunities for life-enriching activities, such as joint residential visits, expose pupils to a wider group of children. Year 6 pupils look forward to continuing friendships, established through this network, at secondary school. Leaders also commit fully to working in partnership with other small schools, the local church and the diocese. They clearly articulate how such opportunities are life bringing and life giving. These collaborations ensure a strengthening of both the spiritual and the academic aspects of school life. Staff value the opportunity for targeted support and to share good practice. Working together to identify local priorities and sharing resources enables flourishing within and beyond the school.

Subject leaders are proud of their bespoke curriculum. Spirituality is infused throughout. Big questions encourage enquiry and deeper thought. Built in opportunities for a diverse range of experiences acknowledge the local context of pupils. This encourages pupils to challenge stereotypes. They understand the importance of tolerance and respect. Moments of awe and wonder are both planned and spontaneous. Ongoing review ensures that the curriculum continues to enable pupils to thrive.

Adults and pupils deeply value the time dedicated to collective worship. Strong leadership of worship guarantees it is of consistent high quality. Staff and pupils appreciate this invitational time for cherished moments of peace and personal reflection, interspersed with joyful singing. All teachers relish the opportunity to lead worship. Diocesan training, alongside coaching and mentoring, ensures that teachers do so with confidence. Strong links with the village church and regular engagement from other Christian organisations, enrich the prayer life of the school. Pupils are keen to be involved in worship. A recently developed pupil team, called the John 10:10 Squad, enthusiastically leads the school in worship. They are actively involved in the ongoing evaluation of it. As a result, pupils listen carefully and engage well. There is a palpable sense of the spiritual. Both pupils and adults articulate the sense of connectedness that they feel during worship. They ponder deeply on the messages given and how they impact their own lives. Beautiful spaces for prayerful reflection are intentionally situated around the school. Pupils understand how these places help them to grow. Spiritual flourishing is woven into the fabric of the school. However, pupils cannot articulate how they are enabled to develop spiritually, beyond worship.

Adults and pupils are treated well at this school. Parents choose this school because of its inclusive ethos. They talk passionately about the care their children receive. Driven by the vision, leaders ensure that pupils have the resources required to be supported academically and emotionally. This enables a culture where pupils and adults can flourish. Leaders actively encourage the wellbeing and professional growth of staff members. Staff value this. Governors are a regular presence in school and are wholly intentional in their pastoral responsibilities. Consequently, adults thrive here,

even in difficult times.

Pupils behave well. This is celebrated through display and the highly coveted values award. Consequently, pupils are respectful and tolerant of one another. Their sense of justice is vision-driven and intertwined with an understanding of restoration and forgiveness. They explain that to flourish, you need to be mindful of others. They understand that if confrontations are not properly addressed, this can lead to feelings of anxiety and guilt. This consistency of approach enables older pupils to resolve their own problems without the need for an adult.

Pupils' keen sense of justice and responsibility shines out beyond the confines of the school gate. Partnership with a local foodbank provides a valuable opportunity for pupils to show love for others, through letter writing and fundraising. Village litter picking encourages pupils to take seriously their role as custodians of the world. The school plans regular opportunities for pupils to debate and discuss global issues. Pupils care and are eager to make a difference. This often leads to them making spontaneous prayer requests for those struggling. Pupils are uncompromising in their opinion that their school's vision is for everybody. However, there are no opportunities for pupils to challenge injustice through pupil led social action.

RE has high status. Carefully crafted planning ensures that knowledge taught is accurate and progressive. The rich curriculum is underpinned by high quality resources. Visits and visitors enhance learning about world religions. A bespoke curriculum for the Early Years provides a firm foundation for future learning. This is followed by a two year rolling programme, which ensures that concepts are revisited and built upon. Pupils of all age groups enjoy and value their RE lessons. Challenging questions enable deeper thought and interesting discussions. Effective marking and feedback encourage pupils to reflect on their answers more deeply. Consequently, pupils talk with real maturity about what they have learned and the relevance of it to their own lives. For example, they appreciate how learning about a range of religions helps them to understand different perspectives. Diocesan support, alongside monitoring from the RE lead and governors, ensure that the quality of the RE curriculum remains high.

Wykeham Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	27 June 2024	URN	121526
VC/VA/Academy	Voluntary controlled	Pupils on roll	64
Diocese	York		
MAT/Federation			
Executive Headteacher	Janet Spittal		
Chair	Tracey Shepherdson		
Inspector	Helen Tait	No.	2247