

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

### Kirkby Malzeard Church of England Primary School

<b>Address</b>	Church Street, Kirkby Malzeard, Ripon, HG4 3RT		
<b>Date of inspection</b>	31 January 2019	<b>Status of school</b>	Voluntary Controlled Primary
<b>Diocese / Methodist District</b>	Leeds	<b>URN</b>	121570

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Excellent</b>

#### School context

Kirkby Malzeard is a primary school with 94 pupils on roll. The school has a very low level of religious and cultural diversity and no pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is below national averages. The school is led by a very experienced and long serving Executive Head teacher who has the responsibility for two schools.

#### The school's Christian vision

Our Ethos builds upon our Christian Values: Love, Peace, Kindness and Patience to ensure CARE. Confident, happy learners. All pupils successful. Responsible citizens. Equipped with skills for life. Who develop a love of learning which benefits them now and throughout their lives, 'Shine like stars in the sky.' Philippians 2:15

#### Key findings

- The clearly focused Christian vision and ethos, which is owned by all stakeholders, effectively underpins the work of the school and its hopes and aspirations for the future.
- Pupils demonstrate a real love of learning, Christian respectfulness and the desire to achieve their best.
- Kirkby Malzeard Primary School cherishes the worth of each member of the school community and demonstrates both care and support to the most vulnerable pupils, those with special educational needs and their families.
- The inspirational, well planned and inclusive worship, which gives everyone the opportunity think, reflect and develop spiritually.
- The exemplary behaviour of the pupils demonstrating their chosen Christian values of peace, patience and kindness.

#### Areas for development

- That pupils experience a wide range of first hand opportunities to support their spiritual development and understanding across the curriculum.
- For pupils to become partners in the overarching planning of collective worship, increasing the impact of the pupil voice in further developing spirituality across the school community.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### Inspection findings

The distinctively Christian vision of Kirkby Malzeard Primary School acts as the back bone from which the whole school business radiates. Governors and school leaders clearly articulate and demonstrate how all key decisions, processes and policies radiate from this shared vision. The entire school community embraces and owns the vision which intrinsically weaves through the day to day life of the school and the curriculum it delivers. Governors rigorously measure the impact of the vision statement by being closely involved in the school on a regular basis. Their focus on the importance of each child being able to 'Shine like stars', and achieve their best is demonstrated in the evaluative way they look at data and make strategic budgetary decisions. The whole school community revisited their vision statement in light of the Church of England Vision document. This has ensured the statement is relevant and owned by all.

Each cohort in this small school is different numerically. The planned admission number for the school is 15. At present there are 22 pupils in the largest cohort but less than 10 in the smallest. Headline published data is scrutinised and evaluated thoroughly. Within each cohort, every child equates to a large but different percentage which makes looking at trends unhelpful. Leaders, including governors, are knowledgeable about each cohort and make strategic decisions to ensure all pupils make good progress. Through careful tracking processes, gaps in learning are identified and interventions put into place. Leaders speak confidently about strengths and weaknesses in outcomes and make strategic decisions to address these. Vulnerable groups are clearly identified resulting in the Christian care and support the school gives to the most vulnerable pupils and their families, including those with special educational needs, being one of its strengths. The Christian vision of the school results in leaders prioritising good mental health and wellbeing for everyone. All staff have undergone emotional coaching training with one member of staff being trained in emotional first aid. The impact of this is evident throughout the working day where time for reflection is prioritised and valued. They know each other well and as a staff member said 'I feel blessed each day...to work alongside caring, helpful and supportive colleagues'. Parents know and appreciate that staff will help their children overcome barriers to learning and show each of them Christian love and care. As a result, the supportive and respectful harmony of the school is inclusive, welcoming and impressive.

Leaders have developed a curriculum which is broad and balanced, crafted around the needs of the school community. Distinctive personal, social, health and citizenship education (PSHCE), worship and religious education are clearly linked, which results in spiritual growth naturally developing across the whole school. Pupils are regularly challenged to answer 'big' questions which encourage the use of higher order thinking skills. This results in a tangible excitement about learning across the whole school. The curriculum encourages children to initiate activities. They speak passionately about things they have done that have made a significant difference to the lives of other people. Linking projects to people they know and situations where injustice and equality are evident, for example a 'Jeans for Genes' day and a Fairtrade café. The pupils plan activities annually and enhance learning by inviting speakers who support their chosen causes and linking with the English curriculum by writing persuasive letters to those with influence. Pupils speak knowledgeably about various areas of the curriculum, their love of learning and how they strive to achieve their best. RE is taught effectively following the North Yorkshire locally agreed syllabus and meets statutory requirements. Within RE lessons there are many opportunities to read, reflect and challenge theological ideas. They know the Bible well and make age appropriate comparison to other religions and cultures. Diversity is embraced and celebrated by all. Pupils enjoy the subject and skilfully link their learning to other subjects but feel that more opportunities for first hand experiences would help to support their learning. The assessment of RE is in line with other core subjects and assessment is used effectively to build on prior learning. Pupils receive appropriate relationships and sex education (RSE) that engenders informed respect and inclusion.

Attendance figures of 95.6% for the year 2017/2018 are in line with national averages. Reflecting the Christian values of love and care, attendance is sympathetically managed. Staff rigorously track and follow up absences resulting in attendance overall being at the national average. Because of the size of the school any persistent absences, term time holidays or other absences have a significant effect on the published attendance data. Leaders ensure parents understand the links between standards, progress and attendance.

The importance of worship and prayer within the school community is evident and valued. Its impact can be seen in every area of the school, throughout the day. Links to Christian values and worship themes are made naturally by both adults and pupils within lessons and during unstructured times. There are many opportunities around school, both inside and outside the classrooms for all to have space to reflect and pray. Collective worship is led by an enthusiastic and creative coordinator in partnership with the head teacher. The weekly themes have a clear

structure including; whole school worship, class worship, celebration events and a weekly focus on the psalms. The acts of worship accessed during the inspection were both as a whole school and within the classrooms. The pupils and adults sit together in mixed groups during whole school worship. There are the many opportunities within the worship to discuss, reflect and challenge each other. Class worship develops throughout the school. This results in the older pupils independently planning and confidently leading worship, addressing the area for development from the last inspection. Reading from the Bible is natural to all. The acts of worship observed were inspirational. The pupils aim to become part of the strategic planning group, with the worship coordinator, identifying and developing the themes. The impact of the worship although visible is also captured by recording responses. Worship is inclusive and encompasses opportunities to celebrate the faith of others and make comparisons between different religions.

The school is not culturally diverse, but through the Christian ethos, curriculum opportunities and collaboration with a range of schools, pupils have a good understanding of living in a multi-cultural, multi-faith community. Pupils speak confidently about other faiths and cultures. The older pupils show a mature understanding of shared faith values and feel that more opportunities to visit different places of worship would enhance and deepen their understanding. School has effective links with other local schools through well-established partnerships. The school, the village community and the church work closely together to support their shared values and Christian mission. Worship is enhanced at significant times of the Anglican calendar by worshiping in church and involving the wider school community. Diocesan links are strong, regularly meeting with their advisor and accessing training.

The positive behaviour policy shows clear links to the school's Christian values resulting in pupils behaving extremely well. Everyone within the school community shows Christian love and care for each other. The older pupils ably support those who are younger in many ways. Pupils speak of forgiveness and are eager to support those who struggle. The positive behaviour strategies are employed consistently and vigilantly across school, resulting in there being very few incidents of negative behaviour. Any negative behaviour is managed effectively with Christian love and care. Pupils feel very safe and well supported. They know who to go to if they need help.

Headteacher	Andrea Peacock
Inspector's name and number	Angela Knowles 497