

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

Idle Church of England Voluntary Aided Primary School			
<b>Address</b>	Boothroyd Drive, Bradford, BD10 8LU		
<b>Date of inspection</b>	16 January 2019	<b>Status of school</b>	Voluntary Aided Primary School
<b>Diocese</b>	Leeds	<b>URN</b>	107320

<b>Overall Judgement</b>	<b>Grade</b>	<b>Good</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>Additional Judgements</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Excellent</b>
<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

### School context

Idle Church of England Voluntary Aided Primary School has 363 pupils on roll. The school has a very low level of religious and cultural diversity and few pupils speak English as an additional language. The proportion of pupils who are disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The school intake increased to two form entry in September 2014. The headteacher has been in post for 14 years and the religious education (RE) co-ordinator 1 year.

### The school's Christian vision

The school is developing the way their vision is expressed. It can be summed up as, 'For all to develop, discover and flourish in their God given talents, to bring fullness of life.' This is based on John 10:10 and the Parable of the Talents.

### Key findings

- Everything the school does is underpinned by a deep Christian vision. All leaders are able to articulate some aspects of this rich and well developed vision, although it is not always expressed coherently.
- This vision is lived out through a deeply embedded Christian values programme and makes an impact on family and community life. The values affect everyone pupils, parents and staff. However planning for spiritual development is less well developed.
- The impact of collective worship on the school community is profound. Many pupils pray spontaneously with confidence in a range of situations. Prayer is highly valued by pupils, staff and parents. Links with the local church are vibrant, innovative and inspiring.
- The vision of the school is evident through the high quality pastoral support that pupils and families receive.
- Significant strengths in RE include positive pupil attitudes and passionate leadership. RE is important to the school and is very well supported. Further work is now needed to ensure assessment strategies are secure.

### Areas for development

- To continue to develop understanding of the school's Christian vision. This is so that the wider school community understands how their practice is underpinned by the Christian vision and its biblical roots.
- Continue to improve the quality of assessment in RE. This is so that staff are equipped to support the progress of all pupils effectively.
- Develop a shared vision for distinctively Christian spiritual development and include planning for spiritual development in curriculum plans. This is so that planning across the curriculum, beyond collective worship and RE, routinely incorporates planned opportunities for spiritual development.

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 deeply held Christian vision of the school has impacted on all members of the school community. The vision for enabling all to discover and develop their God given gifts informs funding decisions. The school has committed significant funds to enable all pupils' talents to flourish. This is evident in half class teaching groups for RE and some creative subjects. These facilitate more individual attention from the teacher. Pupils and parents value the prodigious range of music, sporting and extra-curricular clubs available. Most pupils participate in at least one activity. There is a well-established, inclusive and carefully planned Christian values programme. This is used as one of the vehicles for delivery of the school's vision. The Faith in the Family homework activities have had significant impact on families of all religious backgrounds and none. A recent homework based on pupils recommending someone for an OBE has been inspirational. It helped pupils to find practical examples of the Christian value of endurance. The RE curriculum is underpinned by the vision and links skilfully with the values programme. Staff recognise that as a result of the school's vision their own talents are encouraged to flourish. There are personalised training programmes and many examples of the school 'growing their own' staff and leaders. A member of staff said, 'My Christian life has developed through this school, it has brought me through sad times.' The school is having an impact on local church schools through hosting a deputy heads group.

Governors describe the school as 'right at the heart of the community'. The outworking of the vision includes an inspiring link with the local church. One practical example is the morning club which the church facilitates. The club impacts positively on the lives of families. It provides accessible and affordable child care. Visits to church and other places of worship have a significant impact on pupils' knowledge and understanding of different faith traditions. All leaders have a strong commitment to the Christian vision. However, this is not always expressed coherently. The school is working hard on developing the vision, in order to make it more memorable and easily understood. This is important to ensure that there is clarity about the vision as the school continues to grow in size.

The taught curriculum and extensive extra-curricular opportunities are highly successful in helping pupils to discover their talents. The school's commitment to supporting the flourishing of all, whatever their needs, contributes to pupils achieving well. The school skilfully utilises resources to maximise outcomes for pupils who have special educational needs and/or disabilities and vulnerable pupils. However, there is not yet a highly developed understanding of spiritual development and the way this might be secured across the curriculum. There is limited planning for consideration of ethical and spiritual issues in the wider curriculum beyond RE and collective worship.

Some good procedures are in place for monitoring and evaluating the school as a church school. These include gathering feedback through pupil voice and following this up through governors and school council. Governors enjoy regular monitoring of collective worship. Methods of monitoring are creative, including a class worship learning walk which inspires further sharing of creative practice. Governors are monitoring all aspects of school life and provide much appreciated support to staff dealing with pastoral issues.

Collective worship is central to school life. Pupils sing with enthusiasm and also listen reverently to worship music. Creative contributions from dance club express feelings. Many adults talk about the importance of collective worship for their own lives. Themes for worship permeate the whole day and pupils are keen to follow them up. For example, seeds were planted during collective worship to illustrate the value of hope and pupils were excited about looking after them in their own classrooms. The approach to prayer is innovative and imaginative. Many pupils highly value prayer and have a wide experience of different forms of prayer. Examples of this include: prayer 'shelves' and trees, prayers shared with parents outside classrooms and impromptu prayer by pupils. The lunchtime prayer spaces club is very popular and elicited some profound responses from pupils. Pupils are exceptionally confident in planning, leading and evaluating worship. Worship provides pupils with a rich variety of experiences, including silence, stories, Anglican liturgy and festivals. Worship music infuses the school day.

Effective and extensive links with carefully chosen local, national and international charities enable pupils to explore courageous advocacy. Pupils are passionate about unfairness in society and give examples of feeling

empowered to affect change and stand up against injustice. For example, they work with the local church, creating food hampers at Christmas for local families in need. The Barnabas programme is one of the ways pupils are enabled to look beyond themselves. Through this pupils hear stories of Christian believers in different countries and understand Christianity as a world-wide faith. The rich variety of extra-curricular activities support pupils in developing their own unique gifts and character. Pupils develop leadership skills, for example, through their roles as student mentors.

The vision shines through all aspects of pastoral care. From personalised interventions and support for wellbeing, to timetabling and staffing, decisions are made to enable all to flourish. Parents said 'pastoral care is brilliant' and, 'If I need something, they have time.' The attendance and behaviour of pupils is a strength of the school. The mental health policy is currently under review and staff training regarding mental health issues is in place. There is little bullying, but pupils concerns are dealt with promptly and effectively.

RE effectively supports the vision for an inclusive school where all are valued. Opportunities to learn about promoting respect for people of other cultures, faiths and beliefs are well planned. Pupils have numerous leadership roles such as 'peace pals' and playground leaders. This enables them to demonstrate treating others with dignity and respect. In lessons pupils feel confident to express their views and know that these will be valued and respected. Pupils have been taught the skills of disagreeing well.



**The effectiveness of RE is Good**

The school has prioritised the academic flourishing of all pupils in RE by ensuring it is well resourced. This includes careful timetabling and teaching in half class groups by a dedicated team. The RE team meet regularly for planning, training and prayer. The RE co-ordinator is passionate and enthusiastic about the importance of RE. She has received appropriate in-school training and support. The quality of teaching and learning is good. Most pupils are making good progress, including those pupils who have special educational needs and/or disabilities. However, assessment procedures do not always effectively underpin sound progress. Lessons do not always sufficiently challenge older, more able pupils. Pupil's attitudes are very positive towards RE. The introduction of big-books is proving helpful in recording pupils' deeper thinking.

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