



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

<b>North Rigton Church of England Primary School</b>	
Address	Hall Green Lane, North Rigton, LS17 0DW
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
At North Rigton Church of England Primary School we believe that everyone can GROW, BLOSSOM and FLOURISH rooted in our values of COMPASSION, INDEPENDNCE, RESPECT, KOINONIA, POSITIVITY AND PERSERVANCE.
Key findings
<ul style="list-style-type: none"> <li>• Strong leadership ensures that the Christian vision is deeply embedded in all aspects of the school. This fosters a strong sense of community and supports the flourishing of pupils and adults.</li> <li>• Leaders are committed to supporting the mental health and wellbeing of pupils and adults. Pastoral support is a strength of this small school.</li> <li>• Collective worship is inclusive and offers all pupils opportunities to reflect. Pupils are involved in planning and leading collective worship but, not in its evaluation.</li> <li>• The curriculum is carefully planned to provide opportunities for pupils to be courageous advocates for social causes within each topic. However, pupils do not initiate or lead many social action projects outside of the taught curriculum.</li> <li>• The dedicated teacher advocate for religious education (RE) has introduced a new curriculum for teaching the subject. Carefully planned in line with the vision for all to flourish, there are limited opportunities for deeper personal reflection and understanding within the subject.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Embed and monitor the impact of the new RE curriculum to ensure that there are more opportunities for pupils to engage in recording their deeper personal reflections and understanding within the topic.</li> <li>• Extend opportunities for pupils to engage in the evaluation of collective worship so that their views are considered.</li> <li>• Enable more pupils to become agents of social change so that they can initiate, participate in and lead social action projects.</li> </ul>

## Inspection findings

The deeply Christian vision, based on Mark 4, threads through all aspects of this inclusive, nurturing school. Pupils explain how they are like tiny mustard seeds in the Reception Year that flourish into the mustard tree by Year 6. One parent described the vision as ‘the guiding North Star’. Leaders are relentless in ensuring that the vision is lived out. A recent review resulted in a more streamlined vision. The school belongs to a formal partnership, called a ‘fellowship’, with another local school. Both schools share the same vision but have different values chosen by each community. Pupils are encouraged to flourish because of the insistence on the values that promote independence, positivity and resilience. The Christian vision is the driving force for policy and strategy, permeating all areas of school life.

Leaders are committed to a number of effective partnerships to support evaluation, provide challenge and guidance, and help them flourish as a Church school. Trust leaders and governors use the external verification and support provided by the diocese to support their evaluation of the school. Through this, they are confident that the school continues to uphold and develop its Christian distinctiveness. Joint staff training and sharing of subject leadership across the two fellowship schools support all adults professionally. The trust’s networks and training provide valuable opportunities to share practice and enable staff to flourish. The supportive partnership with the local church is valued by leaders.

Carefully built around the Christian vision, leaders have developed a curriculum tailored to the needs of the pupils. The school effectively meets the spiritual needs of pupils in a range of ways. These include appropriate visits and experiences that are planned into the curriculum, as well as a number of extra-curricular activities. ‘Primary provocations’, devised to make pupils think, create imaginative starting points for topics. These have been carefully devised to provide opportunities for spiritual reflection. Pupils describe spirituality as ‘time to be with God’ or ‘time to be with yourself’. Pupils, staff and parents all attest to the success of ‘flourishing fortnight’ and how it supported spiritual development. There are a number of areas for personal reflection in the school and in the grounds which children use independently.

The school clearly lives out its Christian vision through its support for pupils deemed to be vulnerable and those with special educational needs and disability (SEND). A thoughtful approach to planning, as well as clear communication between staff and parents, are central to the success of support provided to all. In addition to the experienced school staff, leaders engage purposefully with a number of external agencies to provide specialist care and support needed to ensure needs are met.

Affirming relationships between adults and pupils underpin all aspects of this caring, welcoming community. Parents appreciate that, during the pandemic, mental health and wellbeing rightly took priority. Despite operating initially at the partner school, parents were very well-supported. Regular contact between school and home reassured families and they say ‘humanity’ shone through. They particularly enjoyed the emphasis placed by school on flourishing through enjoying life experiences as a family. Staff feel valued and supported by each other. They refer to the Christian vision as ‘how we operate’ and what ‘unites us a family’. They state that their work-life balance is important to leaders, thus supporting their flourishing.

A wide range of opportunities are available for older pupils to take an active role in leadership. Called ‘advocates’, these pupils are articulate and rightly proud of the contribution that they make to the school. The school council have recently introduced a worry box following a pupil’s suggestion. Concerned about the misuse of playground equipment, the sports’



advocates spoke to the whole school about the importance of respecting belongings. Pupils feel safe in school. They know that they can speak to adults at any time and that they will be listened to. Pupils behave well. They embrace differences in one another and relate this to their Christian value of respect.

Driven by the Christian vision, opportunities for pupils to be involved in social action projects are planned into the curriculum. For example, pupils researched the implications of a reliance on plastic bags for the planet. Pupils designed their own bags for life which led them to requesting that their parents use similar products at home. Opportunities for pupils to engage in social action projects outside of the curriculum are limited. Pupils are developing a reasonable understanding of social injustice. Pupils explained that they viewed the current situation in Ukraine as 'unfair'. Prompted by this, and with the arrival of a pupil from that country, pupils planned and organised a cake sale to raise funds.

Collective worship is carefully planned and linked closely to the Christian vision. It provides pupils and staff an opportunity to come together to reflect. Prayers and responses are used in worship with pupils being invited to participate. Singing is both enthusiastic and joyful. Pupils play an active role in the daily act of worship and pupils have opportunities to plan and lead their own worship. Evaluation of collective worship has resulted in positive changes in the school approach. The views of pupils, however, are currently not considered in evaluations. Pupils gain great benefit from the online worship with the other school in the fellowship. They recognise this as living out the community enhancing Christian value of koinonia. The local vicar is a regular visitor who leads worships both in school and in church. Staff confidence to lead collective worship has been strengthened by training that was given by the vicar.

RE is led with passion and a determination that all pupils will flourish. The new RE curriculum has been carefully crafted around the school vision. Leaders have invested heavily in supporting staff expertise to teach RE. Whole school training provided to all staff in the fellowship has been followed up with monitoring of teaching and learning. As a result, teachers are confident and RE excites and enthuses pupils. It provides a safe place for pupils to discuss and contribute their thoughts. It also offers numerous opportunities for pupils to learn about world religions. Pupils confidently express how regardless of who people are, what they believe in or what they look like, you must treat everyone with respect. In response to diocesan advice, all pupils now have books where they can effectively record their own work. At present, there are limited opportunities for pupils to engage in recording their deeper personal reflections and understanding within the subject.

North Rigton Primary is a very caring Christian community where all can truly 'grow, blossom, flourish'.



Information			
School	North Rigton Church of England Primary School	Inspection date	12 January 2023
URN	142851	VC/VA/Academy	Academy
Diocese/District	Leeds	Pupils on roll	98
MAT/Federation	5599 Yorkshire Causeway School Trust		
Headteacher	Amber Andrews		
Chair of Governors	Rosemary Hunt		
Inspector	Mary Connor	No.	2132