

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Burnt Yates Church of England Primary School

Burnt Yates, Harrogate, HG3 3EJ	
Current SIAMS inspection grade	Satisfactory
Diocese	Leeds
Previous SIAMS inspection grade	Outstanding
Local authority	North Yorkshire
Date of inspection	31 January 2017
Date of last inspection	1 December 2011
Type of school and unique reference number	Aided URN 121626
Interim Executive Headteacher	Susan Wass
Inspector's name and number	Lynne Gillions 662

School context

Burnt Yates is a very small primary school with 30 pupils. Since the last inspection, the school has chosen to work in collaboration with another school and shared their headteacher from January 2015 until she left in October 2016. The school now has an interim executive headteacher. There are currently 2 part-time supply teachers covering one of the two classes. Most pupils are of White British heritage. Numbers of pupils with special educational or health needs or in receipt of the pupil premium are smaller than in most schools, but too small to comment on.

The distinctiveness and effectiveness of Burnt Yates Church of England Primary School as a Church of England school are satisfactory

- The school is underpinned with Christian values such as friendship, forgiveness and compassion which create a sense of family where older children take care of younger children and good behaviour is in evidence.
- Collective worship is well supported by the church and offers children a range of experiences which contribute strongly to their spiritual development.
- Leaders show a strong commitment to the school and its values and are working to secure the future viability and improvement of the school.

Areas to improve

- In religious education [RE] lessons, provide clear learning objectives and use differentiation to address the needs of all pupils. Ensure marking refers to the learning objectives and indicates next steps so that pupils are appropriately challenged.
- Ensure assessment in RE, as in all other subjects, is ongoing and informs future learning. Collate assessment data so that progress and attainment can be tracked effectively and lead to improved pupil outcomes.
- Put in place a more robust system for evaluating the school's performance as a church school to provide a stronger evidence base which recognises strengths, identifies areas to develop, feeds into the School Development Plan and has a measurable impact on both the distinctiveness and effectiveness of the school.
- Develop interactive reflection areas inside and outside school to provide places where children can reflect and respond and develop their personal spirituality.

The school, through its distinctive Christian character, is satisfactory at meeting the needs of all learners

Christian values such as compassion, thankfulness and forgiveness underpin the life of the school and contribute particularly to the good behaviour and the consideration that pupils show towards each other. The school would benefit from reviewing them as a community then deciding on fewer in number and making them more explicit. Nevertheless, children can talk about the influence they have on their lives at school and at home.

Children are generally cared for well and parents know they can approach school if they have any concerns. The relationships that children have with each other are a strength of the school. Older children support and encourage younger ones both in school and in the playground. Parents really appreciate how children new to school are welcomed by the other pupils. Children are polite and show respect to each other and adults.

The progress that pupils make with their work is not good enough because the work does not always offer appropriate challenge. This sometimes leads to attainment being below national averages. The school is beginning to put measures in place to address this issue. Until they start to take effect, the Christian character of the school is not being fully expressed because children are not developing to their full potential.

Children do have good opportunities to develop their spiritual, moral, social and cultural awareness. Their spiritual development is fostered in collective worship and also in RE particularly when children are encouraged to ask big questions of meaning and purpose. There is scope to develop interactive spiritual spaces around school which would encourage children to engage with a wider range of experiences and further develop their capacity to express their own personal spirituality.

Children show an awareness of the needs of others and with the help of the School Council raise funds for a number of different charities. They are respectful of those from diverse communities and understand the importance of respecting people with views different to their own.

The impact of collective worship on the school community is good

Collective worship plays an important role in school life and is well supported by the local church. Children respond well and behave respectfully during acts of worship. They enjoy helping to lead and enthusiastically respond to questions. Since the last inspection, pupil participation has increased and a pupil worship group now take some responsibility for elements of collective worship.

A specific Christian value is given a half termly focus and Bible stories are used regularly. Children are able to make links between what they hear in worship and their own lives. One child said the story of the Good Samaritan and the song, 'Cross Over the Road' encouraged him to help others.

Children have a good understanding of the seasons of the church year and could, for example, link Lent to the temptations of Jesus. They knew that this was a period when they should try to resist temptation themselves. They experience other expressions of Anglicanism such as the use of liturgical colours and simple liturgy during collective worship. They show some understanding of the Christian view of God as Father, Son and Holy Spirit.

The clergy and church members support collective worship well and all stakeholders appreciate the contribution they make to school life. They regularly lead worship both in school and in the church. They facilitate special reflection days where a number of schools join together and share worship and other activities. Sometimes these take place in the outdoors or at other schools. Children also enjoy Bible stories performed by an Open the Book group from the Methodist church. A number of other visitors and all teachers also lead worship.

Prayer is important in the life of the school. Children understand its purpose and sometimes lead with their own prayers in class at the end of the day. There is also a regular prayer group for adults associated with the school.

The effectiveness of the religious education is inadequate

RE is taught weekly and links are made with the Christian values of the school. Children sometimes enjoy RE but also say they sometimes find it boring. This is because some lessons are not rigorous enough to challenge particularly the older, more able pupils and this results in them not making sufficient progress. There is little evidence of work being differentiated to meet the needs of all the children and too much reliance on differentiating the work by outcome. This results in under-achievement for some pupils and periods of non-engagement for a significant proportion of pupils because there is not enough to keep them occupied and lessons sometimes lack pace.

Children say they enjoy lessons when they are doing things other than just writing. Where children are given first-hand experiences such as looking at artefacts or visiting the local church to enact a baptism ceremony or to look at the hassocks, their learning is enriched.

Lessons do not always have clear learning objectives and marking does not address RE objectives or suggest next steps. A basic system of assessment is in place but this does not seem to influence future learning or provide sufficient evidence so that pupil performance can be tracked effectively.

When teachers ask questions to stretch children's original contributions better learning takes place. Children are encouraged to explore big questions which help to develop their thinking skills and personal spirituality but there is scope for this to be developed so that they develop greater capacity to discuss spiritual issues.

Their knowledge of Christianity is good. Pupils have some understanding of other faith groups and can remember visits such as that of the Imam. Some pupils had an interesting discussion comparing the Christian view of God with the Muslim view of God showing a capacity to make some comparisons between faiths. They understand the importance of learning about other faith communities.

The subject has not been led or monitored well enough so areas that need to improve have not been addressed. Leaders and governors have begun to deal with this and have a monitoring schedule in place.

The effectiveness of the leadership and management of the school as a church school is satisfactory

The school has been through a period of significant change. Burnt Yates now works in collaboration with Ripley Church of England Primary and shares a headteacher. The serving headteacher during the last inspection retired and Burnt Yates now works in collaboration with Ripley Church of England Primary, sharing their headteacher from January 2015. Following her departure at the end of October 2016 an interim executive headteacher was appointed and she spends 2 days a week in school.

During this time, governors have prioritised securing the long-term future of the school and their monitoring activities have not been as rigorous as beforehand. They also relied on evidence from the previous headteacher and the local authority which said that the school was good. The judgement of inadequate by Ofsted in December 2016 was therefore unforeseen. Since then, the new headteacher and governors have worked hard and have addressed almost all the safeguarding issues raised in the Ofsted report so the welfare of the children has been their first consideration. Temporary staffing is in place in one class and this is working well and a part-time permanent special educational needs co-ordinator has been appointed. Parents appreciate the efforts leaders are making to turn things around and governors have committed to moving the school forward from its current position. They recognise that it is now essential to improve the quality of teaching and learning and the headteacher has identified some areas which need addressing including holding pupil progress meetings so that any weaknesses can be identified promptly.

The school continues to have a strong Christian ethos and leaders recognise that this must underpin all future developments in the school. Their shared Christian vision is strong and leaders recognise its positive impact in all areas of school life, particularly in the way pupils treat each other.

The school has a number of partnerships. The church, along with the relationships with other schools, makes a strong contribution to rooting children in their local community and giving them a sense of belonging. However, their understanding of wider communities is less developed. Parents are very committed to the school. They appreciate the care given to their children and they recognise the important place the school holds in the life of the village. They are keen to help make it as effective as possible.

Prior to the Ofsted inspection, measures were in place to monitor the school's performance as a church school. Leaders now need to ensure that a robust schedule of monitoring activities takes place. This should include activities such as visits, learning walks, scrutiny of books, discussions with staff and children and analysis of progress and attainment data. Information gained from such activities should be shared with the governing body, good practice acknowledged and areas for development should feed into the School Development Plan.

SIAMS report January 2017 Burnt Yates Church of England Primary School, Burnt Yates, Harrogate HG3 3EJ