

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Burley and Woodhead Church of England Primary School	
Sandholme Drive, Burley in Wharfedale, Ilkley LS29 7RQ	
Current SIAMS inspection grade	Good
Diocese	Leeds
Previous SIAS inspection grade	Outstanding
Local authority	Bradford
Date of inspection	11 January 2018
Date of last inspection	June 2013
Type of school and unique reference number	Voluntary controlled 107313
Headteacher	Joanne Siddall
Inspector's name and number	Nigel Castledine 652

School context

This school is smaller than average in size, set in a semi-rural village within the Wharfedale valley. Reflecting the local population, there is a low proportion of pupils from minority cultures. Almost all pupils speak English as their first language.

The proportion of disadvantaged pupils is below the national average as is the proportion of pupils with additional needs or disability.

Since the last inspection, a new headteacher and deputy headteacher have been appointed, and there have been significant changes within the teaching staff and the governing board.

The distinctiveness and effectiveness of Burley and Woodhead as a Church of England school are good

- Sustained high levels of pupils' progress and attainment are underpinned by the school's pervasive Christian ethos that enhances the effectiveness of the educational provision and nurture for every pupil.
- Harnessing the Christian values of courage and perseverance, pupils develop the resilience to strive for academic success. These values support pupils in overcoming potential learning blocks so they can benefit fully from the school's rich learning opportunities.
- The principles of Christian stewardship inspire pupils' thoughtful consideration of the needs of others by offering practical and charitable support.
- The school's 'family feel' engenders considerate, positive relationships, for which the staff provide caring and respectful role-models for the pupils to emulate.

Areas to improve

- Continue to develop and embed enquiry-based education approaches within the school's curriculum in order to promote and enrich learning experiences that engender awe, wonder and spirituality for pupils.
- Formalise senior leaders' and governors' scrutiny of the impact of the school's Christian distinctiveness on school life, to ensure that its strengths can play an essential role in all planning and development strategies.
- As part of the ongoing development of worship, extend pupils' involvement in its planning and leadership, whilst also taking an active part in its evaluation alongside a wider range of other stakeholders.

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

Underpinning school life are the twelve strong Christian values of the school, which have been revisited and strengthened in innovative ways since the last inspection. The chosen faith values link to six focus areas of school life, ensuring each is strongly influenced by Christian belief. Each focus area is known as a Burley Woodhead 'me'. The Christian values of courage and perseverance motivate 'learning me'. Compassion and service influence 'global me', whilst friendship and truthfulness guide 'safe me'. 'Healthy me' is influenced by forgiveness and respect. Trust and thankfulness inspire 'creative me' whilst generosity and justice shape 'collaborator me'. To ensure they are clearly understood, the Christian teachings behind each faith value are each given a half termly worship focus. Pupils strive to live up to the Christian values even under pressure, when it becomes more difficult. One older pupil explained, 'When I am learning new things, I remember that I need to be brave and not to give up just because it's hard. Jesus had to be brave and face up to hard things too.'

Spiritual reflection is promoted by both the curriculum and collective worship. The school has worked to develop a diverse enquiry-based curriculum which includes the use of drama for learning. This approach enables pupils to experience times of awe, wonder and personal spiritual development within their learning and in worship. It is therefore a focus that the school has rightly decided to expand.

Because of effective learning in religious education (RE), pupils gain a clear understanding of contrasting major world faiths as well as the Christian beliefs at the foundation of school life. Pupils' spiritual, moral, social and cultural development is intrinsic to the RE curriculum and has a significant impact on pupils' attitudes and actions. As an outcome of a development point from the last inspection, the school has broadened and enriched the pupils' understanding of Christianity as a living, multi-cultural world faith. Pupils perceive the global variety of worship and they consider how Christianity responds to world issues. Cultural awareness has also been widened through pupil links with contrasting schools locally and abroad. Pupils' Christian concern and stewardship has supported the school in becoming a 'school active' Fairtrade school, reflecting their desire for a world in which wealth is more evenly distributed.

Pupils understand the importance of taking responsibility for their actions, saying sorry and being forgiven, which stems from Christian teaching. The pupils clearly understand the consequences of their behaviour and their responsibilities in caring and respecting others. Any rare incidents of bullying or prejudice such as homophobia are tackled swiftly and compassionately whilst each class has developed its own age-appropriate anti-bullying policy. Pupils show their concern for others by willingly offering themselves for additional responsibilities such as being RE leaders, school councillors or play leaders. The school rightly recognises that pupils need to gain a clear, positive understanding of multi-cultural life within the wider national community. Accordingly, the culture and beliefs of a contrasting ethnic grouping within Britain is explored and celebrated each term by the whole school. As part of their learning in RE, pupils visit contrasting places of worship in the locality.

The impact of collective worship on the school community is good

Collective worship celebrates the diversity of the school community. This is because it includes the needs of those of no particular faith and the curious on the cusp of personal belief. It also enhances the experiences of the presence and personal nature of God for those of faith. The worship includes Bible teaching, discussion, drama, prayer and reflection. Another key aspect is the effective use of music and song, reflecting the worship focus.

Worship is based around a chosen Christian value each half term, which supports personal consideration of its application in everyday life. Worship themes also help pupils to recognise the festivals and seasons of the Anglican liturgical year, alongside due mention of the festivals of other major world faiths. Pupils gain experience of Anglican worship tradition through the use of a worship table, covered with a liturgical-coloured cloth that indicates the Christian season. On it are placed a Christian cross and lit candles as a reminder of the presence of God. The Christian doctrine of God as Father, Son and Holy Spirit is integral to the worship, supporting pupils to grow in their age-appropriate understanding of the theology. A variety of worship prayers are used, including traditional Christian liturgy such as the Lord's prayer and the pupils' own school prayer. Worship also takes place in St Mary's church, an appreciable walking distances from the school, for the Christmas, Easter and Harvest festivals. These events are well attended by pupils' families, who enjoy being part of the worship life of the school.

Pupils benefit from the range of worship leaders. They include local clergy from both Anglican and Methodist churches and representatives from both churches who lead 'Open the Book' sessions. Staff also regularly lead worship in school, which ensures that worship themes can extend into classroom study in age-appropriate ways. Pupils have begun to help lead the worship both in school and the local church. Their involvement in worship is much valued by other pupils, who consider their contributions add vitality to the impact of the liturgy. This successful development provides a strong incentive for more pupils to have appropriate opportunities to lead the worship.

Planning and review of collective worship is carried out by the headteacher. Some review and evaluation of worship

is undertaken. However this does not include the opinions and suggestions of pupils, staff, parents and clergy for developing and enriching the worship.

Spiritual development is supported by pupils' contributions of their own prayers for the school prayer tree or to be used in worship. Each class has its own book of pupils' prayers which are regularly used for reflection during the school day. All classrooms have a prayer and reflection area set aside, with interactive artefacts and appropriate books. There is also a small, tranquil room open to all who feel the need for quiet stillness. Parents commented that some pupils also choose to use school prayers at home. One mother explained, 'Whilst as a family we don't really pray, my child likes to use favourite prayers from school each night before getting into bed.'

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

Recognising the Christian teaching of the God-given unique value of every child, the school has developed successful teaching programmes nurtured by consistently good teaching. These factors have sustained pupil achievement levels at above national expectations at the end of all Key Stages over a number of years. Pupils enjoy the challenges and excitements of their learning, so they want to be in school. This has ensured that attendance figures are higher than national expectations. The school works closely with families to improve the attendance of pupils who find this harder to sustain.

Senior leaders and the governing board demonstrate high levels of drive and ambition to further improve the school. Careful, systematic planning of school developments is geared to ensuring that pupils' levels of progress and sustained high achievement are maintained. The school is rightly focused on development points arising from the recent Ofsted inspection. However, governors and senior leaders have no agreed formal mechanisms for regularly evaluating the impact of Christian distinctiveness on all aspects of school life.

Development of middle leadership roles has enabled school staff to take on increasing responsibilities. Professional development is provided for all staff through the diocese, local schools and universities. Links with the Eden Church of England teaching school alliance have enabled staff to extend the school's distinctively Christian education focus in supporting other educational settings. Since the last inspection, the school has appointed a new RE subject leader who has had appropriate training with an outstanding practitioner in a neighbouring Anglican school. This has been beneficial in raising expectations in RE and bringing about fresh initiatives such as pupil-led worship.

The Christian focus on pastoral support is a strength of the school. Led by the pupils' learning mentor, there are helpful links with a range of external support agencies. The Transforming Lives for Good network, a locally-based ecumenical project, helps the school to meet pupils' specific needs by removing barriers to learning. Mental health support also has a specific focus on the needs of adults and pupils within school. This pastoral work is enhanced by the vicar's active and constructive ministry within both the school and parental communities.

Parents are very supportive of the school and cite many points in its favour, including its caring and supportive ethos arising from the strong Christian values. The majority consider that Christian distinctiveness of the school is a positive factor in their children's school lives. One parent commented, 'I am comforted that my child has the opportunity to learn about the Christian faith and to respect other religions'.

The school's mutually-supportive links with local churches has enabled pupil activities such as Bible-based Godly miniature world play to take place in school. Local church input has also helped the school to support Christian charitable links with Mali and Zimbabwe and the building of a school in Sudan.

The school puts its Christian values into action within the local neighbourhood, by joining in varied community activities. These include singing at the local care home for the elderly, taking part in Remembrance day commemoration and local volunteer projects with the Archbishop of York's young leaders' scheme.

SIAMS report January 2018 Burley and Woodhead Church of England Voluntary Controlled Primary School, LS29 7RQ