



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

North Stainley Church of England VC Primary School	
Address	North Stainley, Ripon, HG4 3HT
School vision	
<p>We are our school, we have our roots and foundation in love. Our school is us, we will grow, blossom and flourish.</p> <p>Our school vision of having our roots and foundation in love comes from St Paul’s letter to the Ephesians. St Paul says “I pray that Christ will make his home in your hearts through faith. I pray that you may have your roots and foundation in love, so that you may come to know his love — although it can never be fully known — and so be completely filled with the very nature of God. (Ephesians 3: 17-19)</p> <p>Love is the rich soil in which all our Christian values take root.</p>	
School strengths	
<ul style="list-style-type: none"> • The deeply embedded theologically rooted vision is built upon a genuine commitment to foster love and growth. It is the driving force that enables pupils and adults to flourish in a supportive and loving school community. • Collective worship is inclusive, invitational, and inspirational for all with opportunities for the school community to engage together and grow spiritually. • The school’s Christian vision provides a culture where everyone is treated as special and unique. The highly inclusive culture within the school ensures that every adult and pupil feels a sense of belonging. • Embedded systems for pupil leadership enable pupils to be agents of change and make a difference within their community. • Strong relationships, encouragement, and individualised support ensures that all pupils, including the most vulnerable and pupils with special education needs and disabilities (SEND) flourish. 	
Areas for development	
<ul style="list-style-type: none"> • Ensure teaching in religious education (RE) is carefully sequenced and sufficiently challenges all pupils. This is in order to deepen and extend pupils' learning about a range of faiths and worldviews. • Promote a shared understanding of spirituality that is underpinned by the school's distinctive Christian vision. This is to enable pupils to ask and explore big questions and deepen their understanding of all aspects of spirituality. • Embed the evaluation of collective worship by pupils and adults to help inform future planning and provision. 	
Inspection findings	



Rooted in the foundation of God's love, the school's deeply embedded Christian vision is threaded



through all aspects of daily life. As a result, pupils and adults in the school community have many opportunities to grow, blossom and flourish. The school's loving, highly inclusive community actively reflects the aspirations of the collaboratively created vision. Opportunities for holistic growth are abundantly provided. Alongside the vision, agreed values including empathy, respect and friendship are promoted. Pupils recognise how these associated values are the keys to unlocking the vision, enabling them to live life in all its fullness.

North Stainley is proud to be a Church school. Providing a high quality experience and learning at its heart. Strong links with the diocese and local schools are actively embraced and used to develop the quality of leadership and provision. Highly committed governors are a regular and welcome presence in all aspects of school life. Monitoring enables leaders to evaluate how the school's vision is having a positive impact on pupils and adults. However, systems to evaluate provision are not always sufficiently robust or prioritised. Leaders at all levels demonstrate commitment and determination in their endeavours to ensure that their ambitions for Church school effectiveness are fully realised.

Staff know each pupil extremely well. They support their unique individual needs with Christian love and professional care. Initiatives for the most vulnerable are thoughtfully implemented with due regard given to the development of the whole pupil. Parents value the school's inclusive approach where all are welcome and nurtured within a safe environment. They know that adults, including governors, will always make time to listen and respond with care and respect.

School development and curriculum transformation is supported by the professional development of all staff. As a result, pupils encounter a curriculum rich with creative experiences that reflects the vision and aspirations of leaders. Valued activities such as forest school, eco projects, and visits to France allow pupils to apply learning and deepen understanding. Provision is further enhanced by a range of well attended clubs and activities. These focus on nature, sport and cooking and are appreciated by pupils. Time is prioritised for pupils to reflect and consider their own mental health and self-awareness. This includes activities organised by the school's wellbeing warriors. Pupil planned wellbeing days, include art, gardening and walking and are valued, allowing pupils to understand the importance of self-care. Consequently, pupils and adults develop their emotional intelligence which provides the conditions necessary for flourishing. A statement outlining how spirituality will be promoted across school, is in the early stages of development. However, opportunities to enrich the spiritual development of children and flourishing of individuals are increasingly evident in planning and learning.

Invitational, inclusive worship is the heartbeat of the school. Acts of collective worship reflect upon the Christian vision, resulting in a rich experience delivered by adults, clergy and pupils. Daily worship provides opportunities for stillness, reflection and spiritual growth. There is an emphasis on participation in both word and song, with key elements from Anglican worship included in meaningful ways. Pupils explain the significance of bringing together a cross, Bible and candle at the opening of worship. Pupil led responses help everyone to understand the Trinitarian nature of Christianity. The focus on the foundations of love is evident when pupils explore the meaning of biblical stories, such as the Good Samaritan. They encourage one another to identify how love and friendship are 'rooted' within stories and can successfully relate teachings to their personal lives. The mutually beneficial relationship between the local parish church and the school has been cultivated. It is now an integral part of weekly worship, with services for Christian festivals organised to include the whole community. These opportunities develop pupils' knowledge of Anglican traditions and the importance of the Church within the community that it serves. Pupil worship ambassadors are appointed annually. Along with key adults they reflect on the quality of worship. However, more robust evaluation would enable those involved to have greater impact and effect meaningful change.

Reflection and prayer are an integral part of the life of the school. Prayers created by the pupils are used throughout the day in class and within collective worship. These opportunities help pupils to appreciate what God provides and think about the ways that they can enact the vision. Every classroom includes a space for reflection linked to the school's vision and values. Pupils are proud of how they have developed these areas which serve as a focal point for reflection. Spaces include pupil developed sunflower customs that articulate how individuals should interact and treat one another with courtesy and care. The impact of these customs is seen in the way that pupils enact the Christian vision, with all relationships rooted in the foundations of love.

Through well-established leadership opportunities, pupils show that they have the knowledge and desire to enact the school's vision. School councillors and ambassadors demonstrate love and advocate for causes that they believe in. For example, pupils collaborated to create new outdoor areas, including a bug hotel and an area for quiet and contemplation. They demonstrate Christian witness through action, supporting initiatives by using their entrepreneurial skills to make and sell items for local causes. Through their work on equal opportunities, freedom and rights, pupils consider justice in our society and wider world. This has included work with New Hope Kenya. A children's centre where vulnerable children are supported and shown love. This work coupled with a focus on living out the school's values, results in a culture of acceptance and understanding and advocacy.

Many pupils are positive about their experience of RE. However, the teaching of RE lacks challenge and is not sufficiently well organised to maximise pupils' opportunities for learning. Leaders have not prioritised RE or ensured that staff have the expertise and resources to implement the curriculum. The approach to monitoring is not robust. Therefore, inconsistencies in teaching and learning are not promptly addressed. As a result, provision is not effective. The school does benefit from a strong relationship with the local diocese, who are providing guidance to support necessary improvements. Recent developments in RE have supported pupils in recalling core knowledge. They do demonstrate an understanding of different faiths and worldviews. However, pupils have limited opportunities to consider diversity within faiths and how belief can impact on a person's actions.

North Stainley is a small school with big ambitions. It has established itself at the heart of its community which it serves. Leaders have taken some bold steps to ensure that all can take root in the foundations of love.

The inspection findings indicate that the school has strengths as a Church school but that there are issues that leaders need to address as a matter of priority. These relate to RE and are listed in the areas for development.

Information			
Inspection date	20 September 2023	URN	121578
VC/VA/Academy	Voluntary controlled	Pupils on roll	45
Diocese	Leeds		
MAT/Federation			
Headteacher	Louise Wallen		
Chair	Nathaniel Potts		
Inspector	Steven Holmes	No.	2233

