



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

## St Cuthbert's Church of England Primary School

Address King Street, Pateley Bridge, Harrogate HG3 5LE

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

Learning and growing together. *'As one body has many parts, we all belong and have a part to play'* (Corinthians 12 verse 27)

### Key findings

- New leadership has resulted in an increased focus on Church school effectiveness. There is now a clear programme of monitoring in place for all leaders. This has yet to be embedded consistently across all school areas of the curriculum.
- Significant work over recent months has resulted in positive improvements in behaviour. Relationships between all members of the school community are good. Policies support good mental health in children and adults.
- The school has recently created an ambitious curriculum that is leading to all pupils flourishing, although its full impact is yet to be realised. Opportunities for spiritual development within all subjects are yet to be embedded.
- Leaders have prioritised the development of collective worship in school to ensure that it meets statutory requirements and offers the whole school community the opportunity to engage. Pupils, staff and governors are now actively involved in evaluating the impact.
- The lead for religious education (RE) has supported staff in developing a well-constructed RE curriculum that will give pupils age-appropriate accounts of Christianity and other world religions. Time is needed for pupils to fully demonstrate how this has developed both their understanding and thinking with regard to religious ideas and concepts.

### Areas for development

- To embed the school's monitoring and evaluation systems to include spirituality and the effectiveness of the school as a church school.
- To build on the spiritual opportunities introduced across school. Develop a clear and meaningful progression for the spiritual development of all pupils, across the curriculum that is understood by all.
- To continue the development of RE as a core subject. Ensure that work in RE maintains its distinctive character, in order that pupils develop skills specific to the subject.

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

St Cuthbert's has experienced significant changes in leadership and staffing since the last SIAMS inspection. Strong leadership of the recently appointed headteacher and senior leadership team, {appointed in April 2021}, have brought stability and direction. Leaders are passionate in their drive to ensure every child at St Cuthbert's flourishes, learning and growing together. Governors speak highly of the impact of the new team who quickly prioritised necessary improvements. Although in the early stages, the school has a more focused and strategic programme of monitoring. This enabling governors to have a more analytical approach to school improvement, and ensuring it continues to grow and flourish as a church school. The school has benefitted from collaborative working with other schools and from engagement with Leeds Diocese.

Progress has been particularly rapid in improving pupils' behaviour. The development of a positive and nurturing behaviour policy, which has the school's vision and values at its heart is supporting everyone in living well together. Pupils talk enthusiastically about this and how their behaviour code, CHAMPS, (choices, honest, achieve, manners, persevere, safe), helps them make good choices and think of others. One child said, 'if things do go wrong, we can tell an adult or negotiate it out ourselves'. Staff and parents agree that the improvements have ensured more supportive relationships between members of the school community. St Cuthbert's is a nurturing and welcoming school where everyone's wellbeing and good mental health is given high priority. All staff talk of how the vision influences the good support they receive and how well they all look after each other.

The federation lead for personal, social and health education (PSHE) has worked hard over recent months to improve staff confidence in developing a high quality PHSE curriculum. This now supports pupils to make positive choices about how they live and begin to explore and respect difference and diversity. Incidents of prejudicial behaviour and language are addressed immediately. Anti-bullying week is utilised to explore, in an age-appropriate manner, different forms of bullying. A booklet, shared with parents, details the correct vocabulary for positive identities. Taken from the Church of England document, 'Valuing all God's Children', it supports the use of correct terminology at home, as well as at school. As part of the PSHE curriculum, the school offers age-appropriate sex education, reflecting the Christian vision.

Opportunities are offered in classroom reflection areas for pupils to ask 'big questions' and reflect on how they live their lives. A 'wonder wall' invites pupils to express their thoughts on the school values. Although in its infancy, pupil leadership is important at St Cuthbert's. Priority has been given to teaching pupils to be responsible, in order to take on leadership roles. All pupils are part of house teams, named after inspirational people. House captains talk proudly of how each member of the team is important in collecting house points for their work and behaviour, and how their 'inspirational leader' inspires them to do their best. The school has recently embarked on the 'Global Neighbours' programme to support pupils in being courageous advocates for change in the world. Each class has developed an action plan and appointed two members to sit on the steering group. This initiative is beginning to support pupils in thinking about disadvantage, and how to care for the world. Pupils are not yet challenging injustice for themselves, or fully engaging in, and leading social action projects, however.

Leaders at all levels have worked together to develop an ambitious curriculum that is beginning to have a positive impact on pupil outcomes. Staff talk positively about how this work, including relevant training, has helped them develop their teaching, with a clear knowledge of pupil expectations and progress. As yet, specific opportunities for spiritual development in all subjects, are not yet embedded. The special educational needs lead has ensured that staff have the knowledge and expertise to support vulnerable pupils and ensure pupils' and adult mental health and wellbeing is given high priority.

Collective worship is valued by the whole school. Good support is given by the local Anglican priest and Methodist minister. The programme is well planned by the collective worship lead and pupil worship leaders, who take an active role in all aspects of worship. Collective worship encourages pupils and staff to live out the school's vision and values and consider key Christian beliefs. Pupils describe it as having a direct impact on their behaviour and attitudes towards each other. They were able to say how the story of Daniel helped them to have courage when they found things difficult.

Biblical teaching underpins the worship themes, relating scripture to pupils' own lives. Prayer is frequently led by pupils and is seen as an opportunity to reflect. Children are invited to write in class big books as a way for them to contribute to the evaluation process. This helps to ensure that it continues to be engaging and inspirational for all. Pupils were keen to report that worship at their school included everyone, whether they believed in God or not. They know that they have opportunities to be spiritual but could not relate this to their spiritual development.

School leaders have prioritised the development of a well-constructed and coherent RE curriculum that is now given the same importance as core subjects and meets statutory requirements. Assessment systems are in place that will enable staff to know how well pupils learn. Effective staff training has led to recent improvements in the quality of RE lessons, which need to be sustained. The recent introduction of enquiry questions at the end of each lesson, for example 'what intrigued me?' are starting to support pupils to reflect and challenge their thinking. Systems for moderating pupil work and ongoing monitoring are planned for but have not yet been put into practice.

St Cuthbert's has been on a rapid developmental journey of improvement as a Church school. Under the leadership of a very effective headteacher, leaders have a clear vision of their priorities in ensuring that this progress continues and is sustained.

### Contextual information about the school

Date of inspection	16 November 2021	URN	121549
Date of previous inspection	24 November 2014		
School status	Voluntary Controlled Primary School	NOR	77
Name of MAT/Federation	The Federation of Fountains Earth Cof E and St Cuthbert's CofE Primary School		
Diocese / Methodist District	Leeds		
Headteacher	Miss Nicola Thornber		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is below national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is above national averages.		
Additional significant information (if needed)	St Cuthbert's federated with Fountains Earth Church of England Primary School in 2017 and are in in a collaboration with Glasshouses Community Primary School. A formal federation will take place in January 2022. The headteacher came into post in April 2021.		
Inspector's name	Sue Thackray	No.	979