



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bolton-on-Swale St Mary's Church of England Aided Primary School	Scorton Richmond North Yorkshire DL10 6AQ
Current SIAMS inspection grade	Outstanding
Diocese	Leeds
Previous SIAMS inspection grade:	Outstanding
Local authority	North Yorkshire
Name of multi-academy trust/ federation	N/A
Date/s of inspection	15 November 2016
Date of last inspection	26 January 2012
School's unique reference number	121604
Headteacher	Nicola Dobson
Inspector's name and number	Pauline Hilling-Smith 641

School context

There are currently 104 pupils on roll at this school.

The proportion of disadvantaged pupils known to be eligible for support through the pupil premium is well below average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.

Almost all pupils are White British.

The proportion of disabled pupils and those who have special educational needs is average. Thirteen percent of pupils are from Service families. The church is within a short walking distance from the school. The headteacher has been in post for six years. A new teacher was appointed in September 2015.

The distinctiveness and effectiveness of Bolton-on-Swale St Mary's Church of England Aided Primary School as a Church of England school are outstanding

- The headteacher's vision and outstanding leadership are based on Christian values that are shared by the whole community.
- The close links between the school and the church community enhance its distinctiveness.
- The school's values impact on every aspect of its work and exemplify its Christian mission of developing the whole child.

Areas to improve

- Give more support to pupils to fine tune their evaluations of collective worship.
- Monitor the impact of the new unit in RE about world religions as well as the new materials being introduced to teach Christianity.

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

Bolton-on-Swale St Mary's is a school at the centre of the community and is loved by all for its distinctly Christian character. The school's values of love, creation, forgiveness, friendship, respect, hope, justice, peace, service, thankfulness, trust and community permeate all areas of daily life. Consequently, pupils know and understand the importance of belonging to the community of this family orientated school. Relationships throughout the school are very strong and demonstrate the values in action. As a result behaviour is excellent. Attendance at school is above the national average and pupils say they enjoy coming to school because the staff make them feel safe and cared about. They describe the school as being a big part of their life. The school's distinctive character ensures that all are included and standards of learning are high. This is demonstrated through pupils' good progress from their different starting points. Pupils' behaviour towards each other and around the school reflects the values and the staff have high expectations and aspirations for the pupils. Classrooms are attractive displaying pupil's poems and writings which exemplify deep thought. There are Christian symbols throughout the school and the entrance hall has a prayer tree where Y6 pupils can leave their prayers. The themes taught in Religious Education (RE) are integrated with the wider curriculum enabling the pupils to explore the importance of God in their daily lives. Pupils enjoy RE and the way the teachers make links to writing and poetry. They also like the challenges of debating different points of view. There is clear respect for diverse communities and the pupils understand how many others are less fortunate. The vicar from St Mary's church is a regular visitor and she plays an important part in the life of the school supporting in many different ways. The recent Work Aid project led by her involved pupils bringing tools to school to be sent to an area of need. This was exceptionally well supported by pupils and their families. Parents speak highly of the school and its distinctively Christian character. They say they appreciate the way the school understands individual pupils' needs, tailors the teaching to them and how their children are made to feel special and valued. All the areas for improvement from the previous inspection have been addressed successfully.

The impact of collective worship on the school community is outstanding
Worship is at the heart of the school's daily life. It is planned by and for all members of the school community and, because everyone participates fully, it is often inspirational. Pupils enthusiastically show and point out the items placed on the collective worship table. They show they understand the significance of the items including the three candles which represent the Holy Trinity. These items

change each day according to the focus for collective worship. Church year colours are reflected and the frontals are planned and sewn on by pupils with the help of members of the local community. Prayer and reflection are an integral part of worship and the pupils are supported to relate Bible stories to the school's Christian values and their own behaviour. Pupils are confident to share their reflections. These include the children of Service families thinking about their family members who are away as well as sharing and resolving worries. Collective worship is planned and led by a wide range of individuals including children, staff, the vicar, parish members, priests and visitors. The central focus of worship for the week often includes acting out a Bible story at the start of the week. Pupils say they always want to be chosen for a part. The Bible stories are carefully planned and made relevant for all the pupils, enabling them to contribute and engage with the learning. Singing is of high quality. Pupils are enthusiastic and clearly worship is a highlight of the school day. Prayer and reflection form regular parts of the day enabling pupils to develop their spirituality, thoughtfulness and care towards others. Each classroom has an area for reflection and displays encourage deep thought. The school has close links with the parish church and makes visits to celebrate the major festivals and use the artefacts as teaching resources. This helps the pupils to understand the distinctive features of the Anglican tradition. Monitoring of collective worship by all is extensive however there is less support given to pupils to fine tune their evaluations. This means that modifications are not often made.

The effectiveness of the religious education is outstanding
RE is an important subject which is given a high profile across the school. It is an integral part of the curriculum and pupils' progress is at least good and sometimes outstanding. The leadership of RE is robust having been passed on from the headteacher to the English subject leader. This means that writing and poetry in RE are impressive and often moving. For example, one poem describes 'a sip of trust from God'. The subject leader ensures staff are well supported and, as a result, lessons are interesting and stimulating and pupil's achievement is high. In a Year 1/2 lesson the pupils were talking about miracles and the teacher deepened the pupils' understanding well through discussion and role play. An impressively creative lesson in the Reception class focused on weddings and the young pupils celebrated a wedding feast and made links to the Wedding in Cana. Teachers' lesson planning is clear, as are the expected pupils' learning outcomes, and the planning focuses on individual pupils ensuring that all can succeed. The governors monitor RE so they know that the new unit where pupils compare the six world religions has enriched the curriculum. The curriculum is further enriched through a wide range of visits to places of worship such as Ripon Cathedral. The subject leader attends regular training and shares developments with staff. The Y5/6 lesson she taught based on new materials showed that the pupils have a very deep understanding of the big questions. She monitors pupils' progress through observations, pupils' work and tracking data. This enables accurate assessments of pupils' progress in RE. Through the importance the school places on its values, there is a clear impact on the pupils' spiritual, moral, social and cultural development: as a result, they understand right from wrong. The school's development plan targets spending on RE demonstrating the importance it gives to the subject.

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

The headteacher is a highly respected and effective leader. She has had significant impact on the development of the school as a church school. In particular, she has acted as a mentor to a new headteacher in a nearby church school. The school has also provided a placement for the “Aspiring to Headship in a Church School’ course. All leaders lead through example and have a very clear vision of Christian education based upon the development of the whole child, which is rooted in distinctively Christian values. This is articulated by all leaders and is evident throughout the school. Each pupil is allocated an older pupil buddy on entry and the relationships formed here are enduring. Christian values are embedded into learning opportunities across the whole school. This ensures that pupils become reflective and resilient learners and is apparent in the high standards shown by the school’s current attainment data. Spiritual, moral, social and cultural development is delivered through a broad, creative curriculum which makes clear cross curricular links but successfully ties everything together through strong Christian values. There is highly effective strategic leadership, initiatives are monitored and their impact evaluated carefully and collaboratively. A strong emphasis on professional development for all staff stems from the headteacher’s very supportive style of leadership which promotes strong teamwork and empowers all staff. Strong partnerships exist with other agencies including the Methodist Church and the local Diocese, where school leaders regularly attend training. These links ensure that best practice is shared and self-evaluation is accurate. A strong and mutually supportive relationship exists with the Church and its vicar. Governors are very supportive of school and challenge effectively. Leadership of collective worship and RE has a very high priority and leads to highly effective practice in these areas. Parents speak very highly of the school and say it promotes their own faith and they appreciate its distinctly Christian nature. The school meets the statutory requirements for collective worship.

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