

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

### Roberttown Church of England (VC) Junior and Infant School

<b>Address</b>	Church Road, Roberttown, Liversedge, West Yorkshire. WF15 8BE		
<b>Date of inspection</b>	8 July 2019	<b>Status of school</b>	Voluntary controlled primary
<b>Diocese / Methodist District</b>	Leeds Diocese	<b>URN</b>	107721

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Excellent</b>

#### School context

Roberttown is a voluntary controlled primary school with 242 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. 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 below national averages. The school's leadership is well established. The school is part of The Yorkshire Anglican Teaching School Alliance. The headteacher is a national leader in education.

#### The school's Christian vision

Roberttown School is a place of care, shown through our CARE Code which is rooted in the story of 'the Good Samaritan'. We work together to promote Christian principles and values, developing positive attitudes and an understanding and respect for other religions and diversity.

#### Key findings

- The school's long established CARE Code (Compassion, Affection, Respect for everyone and everything) and its mission statement of 'The child first and always' are deeply embedded in the Christian culture of the community. Less well established is the recently adopted biblically rooted message of the parable of The Good Samaritan.
- The inspiring headteacher and her talented colleagues are well supported by the governing body and make a significant difference to the lives of pupils in their care.
- The monitoring and evaluation of the school as a Church school is robust, reflective and leads to a continuous cycle of improvement.
- The curriculum is broad, balanced and creative. The project approach ensures that pupils' religious education (RE) is relevant, challenging and supports their enjoyment and understanding of their learning.
- Collective worship is very carefully and collaboratively planned and led by staff, pupils and the local clergy. It holds a special place in the daily ritual of both adults and pupils.

#### Areas for development

- Develop and embed the understanding of the parable of The Good Samaritan (Luke 10), across the school community so that its relevance to the school's strategic decision making and vision impacts upon all policy and practice.
- Implement the new Locally Agreed syllabus for RE so that it reflects the vision and values of the school and ensures pupils continue to be inspired by their learning in RE.

## **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**

Roberttown School is immediately recognisable as a deeply caring community with Jesus' teaching and example at its core. Leaders ensure that the school's CARE Code and mission statement guide all strategic decisions and choices. As a result the school is harmonious, spiritual and transforms the lives of its community. The newly adopted parable of the Good Samaritan articulates the school's vision through the teachings of Jesus. Leaders have engaged with the updated vision statement but it is not yet fully embedded across the school and is not yet impacting on strategic decision-making. Governors' systems of monitoring and evaluating all aspects of the school are rigorous and include receiving presentations from staff. They accurately identify priorities and provide appropriate support and challenge to this ambitious Church school. Through working closely with the diocese and other church schools, adults ensure they know, appreciate and implement current thinking about church school education. Leaders are reflective and use their learning to grow professionally and to support pupils to achieve their full potential. As a result, adults and pupils are spiritually, emotionally and mentally resilient. Pupils thrive pastorally because care is lavished upon them. A parent expressed this as 'This school never lets us down'. Academically, pupils' progress is in line with national expectations and on a trajectory of improvement. Assessment is robust and accurate. Pupils are clear about how to improve their work. Growth mindset work is making a positive impact and encouraging pupils to always attempt new challenges with confidence. A Key Stage 2 pupil explained that he enjoys attending school because 'there is always something new to do and everyone is really friendly'.

Governors and leaders demonstrate exemplary moral and ethical judgement when determining partnerships with other schools and communities. This leads to purposeful and universally respectful collaborations that enhance opportunity and broaden perspectives. This is especially true of the school's relationship with Kirumi school in Mara, Tanzania and a local community school where the majority of pupils are from other faiths and cultural backgrounds. Partnerships successfully encourage pupils to be outward looking, aware of social, religious and cultural diversity and aspirational for their future.

The school's curriculum is broad, balanced and meets the needs of pupils. The creative use of project based learning is enriching and deepening pupils' educational experience. There is a clear focus on developing and supporting the whole person as a unique being made in the image and likeness of God. Leaders are acutely aware of those pupils who require even temporary additional support and ensure that it is given. As a result, all pupils make similar rates of academic progress. The extensive range of enrichment activities available to all pupils' results in them trying new things and developing new interests. Several activities, including looking after the outdoor spiritual space, develop pupils' sense of awe and wonder at God's world. The air of friendliness, care and support that is tangible throughout the community and builds pupils' confidence is enhanced by pupils sometimes working in mixed year groups.

Pupils throughout Roberttown School have a highly developed sense of fairness and justice. They demonstrate this in their behaviour and leadership. The School Council, CARE group, ECO Council, Befrienders and Young Leaders all enable pupils to participate in decision-making. Like their parents, pupils recognise that they have a voice within the school, that their opinion is sought and valued. They use the school's CARE Code and the example of Jesus to explain their responses to others. This is especially true if there is a breakdown in relationships. Pupils understand the Christian value of reconciliation and the concept of restorative justice and how to apply both. The 'Carry My Story' project, is enabling pupils to work with other schools and to empathise with the plight of a refugee. Consequently, pupils have a markedly mature understanding of the reality of persecution. The tangible links that exist with Kirumi school ensure that fundraising is meaningful because pupils appreciate the difference that they make. It also ensures that the whole community has a developed understanding of Christianity as a living global faith. The school is equally generous in its support of a range of local and national charities and initiatives.

Collective worship is excellent. It is the spiritual heartbeat of the school. Carefully and creatively planned and thoroughly and collaboratively evaluated, worship reflects the liturgical calendar but also responds to local, national and international events. The rich liturgy of the Anglican tradition is brought to life through music, Bible

stories and reflections. It enables all members of the community to develop their relationships with God and each other. Pupils' extensive biblical knowledge particularly of Jesus, means that they readily and successfully apply his example to their behaviour and friendships. Worship offers everyone the opportunity to gather in different groups, styles and settings. Reception pupils delight in moments of extraordinary stillness and reflection in the outside spiritual space while older pupils explain how the space brings the doctrine of the Trinity to life. Classroom CARE tables inspire pupils to bring their work, worries and wishes to God. Worship is invitational and inclusive. Class prayers are refreshed annually so that they remain relevant and pupils contribute to the Prayer Tree assured that 'God will get them'. Pupils are eager and proud to lead worship and staff are supported to prepare and lead worship with confidence and integrity. Pupils enjoy visiting the church for key Christian feasts and festivals and enjoy the very regular visits that the local clergy make to school for worship, pastoral care and friendship. The two communities support each other in a circle of prayer.

RE teaching is a significant strength of Roberttown School. It excites, inspires and encourages pupils to explore Christianity and other faiths. Visits and visitors bring the subject alive and contribute to pupils' enthusiasm. Leaders ensure that the Church of England *Statement of Entitlement for Religious Education* is met through both discrete subject teaching and also deftly and innovatively threading it through project based learning. The school now faces the challenge of building on this success as it implements changes to the RE curriculum. Adults skilfully apply the principles of Godly Play to RE learning. As a result, even the youngest pupils confidently query complex theological concepts. For example, a Reception pupil could ask 'If God made the world, how come Jesus made it better?' Pupils are encouraged to ask big questions and Year 4 pupils demonstrated thought provoking and theologically challenging responses to 'I wonder ...' questions linked to the Pentecost story. One pupil summed up RE as a time when 'everyone has an opinion and everyone is listened to'.

Headteacher	Sam Laycock-Smith
Inspector's name and number	Fiona Ashton 860