

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kildwick Church of England Voluntary Controlled Primary School			
Address	Priest Bank Road, Kildwick, Keighley, BD20 9BH		
Date of inspection	26 November 2019	Status of school	Voluntary controlled primary
Diocese	Leeds	URN	121600

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

School context

Kildwick is a primary school with 127 pupils on roll. The majority of pupils are of white British heritage. Very few 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 (SEND) is below national averages. The headteacher has been in post for three years.

The school's Christian vision

Learning to live, living to love, loving to learn.
John 10:10 Life in all its fullness

Key findings

- The vision and values are known and understood by all members of the school community. They are able to relate them to their lives, but the vision and values are not embedded into all policy and practice.
- Leaders including governors have created a positive Christian ethos based on the vision and values within which pupils aspire to be the best they can be.
- Collective worship is central to the life of the school and includes opportunities for prayer and reflection. Spiritual development is not consistently planned for or recognised across the curriculum, however.
- Pupils knowledge, skills and understanding of Christianity are very good. Their knowledge of other world faiths is less well developed.
- Links with the community, including the church, are exemplary.

Areas for development

- Embed the vision and values, referencing them in all policies and procedures so that they reflect current practice.
- Develop the curriculum so that spiritual experiences are planned for and pupils can recognise and articulate them.
- Build on current good practice in religious education (RE) so that pupils develop a greater understanding and appreciation of the rich diversity of religious belief and practice in today's world.

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

The school is held in high regard in the wider community, not least for the Christian vision and Biblical values which underpin its Christian distinctiveness. Parents choose the school because they appreciate that it provides a firm grounding for life. The vision was established a year ago in consultation with parents, pupils and staff so that it could best fit the community which the school serves. The vision's key statements are cyclical and start and end with learning. This is because pupils are encouraged to aspire to high standards in all aspects of learning; social, moral and spiritual as well as academic. Biblical values sit below the vision and complement it. Visual prompts around the school remind pupils and staff that the vision is linked to all aspects of life, and the values are an outworking of this. A display board, for example, has pictures of school activities which represent the three statements. As a result, staff and pupils know them well and can relate them to their daily lives. Photographs and quotes of inspirational Christians around the school increase pupils' aspirations to help others.

The headteacher and governors work well together to create a culture of continuous improvement. Governors are kept fully informed through their regular visits, monitoring and information shared at meetings. Christian distinctiveness is included in all of these. The school action plan is now written to the vision statements and the headteacher's report is aligned to this. Staff appreciate the collegiate approach to decision making taken by leaders which respects them as professionals. This is driven by a shared aspiration for pupils and adults to experience life in all its fullness. All live well together. Members of the school community talk about the sense of fellowship which they experience, where relationships are characterised by mutual respect.

A review of the RE curriculum has ensured that provision results in pupils, including the vulnerable and those with SEND, achieving well. The use of music, art and drama means that they can access learning at their own level. Monitoring by the RE lead ensures that a balance of activities, including the use of worksheets, is maintained and work at different levels is provided. Pupils enjoy RE and their knowledge and understanding of Christianity as a living world faith is very good. special 'faith days. such as one on the Eucharist, contribute to this. They can re-tell stories from the Old and New Testament and relate them to their own experiences. The story of the boy Jesus learning in the temple was linked to their learning in school and the vision, for example. A video made by pupils demonstrated their empathy with the Easter story. Pupils' understanding of other world religions is less well developed. To identify gaps in learning, the school is trialling an IT based assessment framework. Big questions are tackled in RE and pupils enjoy debating theological issues such as the majesty of God. School leaders are mindful that the school is mono-cultural. Because a respect for difference is embedded into the curriculum, when pupils move into contexts where there is greater diversity, they accept and appreciate them as the norm.

Collective worship is integral to the life of the school. The worship council helps to prepare the hall as if they were preparing for 'an important meal'. Pupils participate by reading prayers, stories and using their talents. On the day of the inspection, pupils improvised a dance to illustrate Jesus' teachings on being a good neighbour. Visiting leaders from other Christian denominations mean that pupils experience a range of worship styles. Staff also regularly lead worship. Training has been provided for them to develop their confidence and skills. Collective worship used to take place in classrooms once a week, but pupils said that they missed being together as a school family. As a result, they now plan and deliver collective worship for the whole school on a weekly basis.

Community engagement is excellent. Involvement in a project to develop a local playing field was motivated by the school's vision to develop cohesion across local villages. As a result of this courageous advocacy, there is now a thriving resource which can be accessed by all. The space is being developed for outdoor learning. Resources have been obtained through the school's creative application for grant funding. The relationship with the church is strong and of mutual benefit. Parents and staff have stepped in to help the church in organising events, and to support church activities. Bell ringing is offered to pupils as one of many extra-curricular activities, and thus ensuring that this local tradition is sustained. Worship takes place in church at least termly. The relationship with the diocese is positive and leaders have benefitted from advice and support provided.

The school council 'does its best to make things better for everyone.' They are determined in wanting others to know the vision and 'live, love and learn'. They also lead on raising money for good causes. They understand the importance of supporting charities because they are able to 'put themselves in others' shoes.' As a church school, they have a responsibility to act on Christian values and 'do things for others.' Referring to the values, pupils work

together to solve friendship difficulties. All pupils belong to a team named after each of the values which underpin the vision. The mixed age teams are a foundation for community life in the school. Members of 'core value groups' form close bonds with each other which help them to 'live, love and learn.'

The spirituality policy provides clear expectations for provision. Spirituality across the curriculum is planned for, but this is not always consistent. Consequently, opportunities for spirituality are missed. Reflection areas around the school are well used because pupils understand the purpose of prayer and are encouraged to share their thoughts and feelings. Pupils appreciate that they are able to pray and reflect at times during the day other than collective worship, such as saying thank you for a happy time at the end of the day. Younger pupils use a telephone to make calls to God about what is happening in their lives.

Headteacher	Tim Whitehead
Inspector's name and number	Rachel Beeson 952