

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Masham Church of England Voluntary Aided Primary School

Address	1 Millgate, Masham, HG4 4EG		
Date of inspection	18 June 2019	Status of school	Voluntary Aided Primary
Diocese	Leeds	URN	121613
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
	The effectiveness of religious education (RE)		Grade Good

School context

Masham is a smaller than average primary school with 118 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 the national average. The proportion of pupils who have special educational needs and/or disabilities is below the national average. The headteacher has been in post since April 2017 and staffing is stable. The school is a member of the Swaledale Alliance and the Bedale Cluster of schools.

The school's Christian vision

Masham is a vibrant, welcoming family, which gives every member the confidence, opportunity and courage to shine, learn from mistakes and excel. We work together, under God's guidance, to grow minds, spirits and bodies to learn, care and share together. We are forgiving, accepting, outward thinking and, above all, kind.

Key findings

- The school's Christian vision is lived out in the strength of relationships between all members of its community. It is a family where everyone is valued, respected and cared for.
- Strong Christian leadership from the headteacher and other leaders is ensuring that the vision impacts positively on the school community.
- Worship is well planned with an engaging and varied approach. Pupils have begun to take more responsibility for its planning, leading and monitoring. Governors are becoming increasingly involved in its regular, objective monitoring and evaluation.
- Teaching and learning in religious education (RE) is consistently good. It is taught in an imaginative and creative way which enables pupils of all abilities and backgrounds to gain a respectful understanding of Christianity and a range of other religions.

Areas for development

- Embed systems for evaluating the impact of the school's Christian vision on the school as a Church school so that the vision enables the school community to flourish as fully as possible.
- Further develop systems to monitor and evaluate collective worship, so that all members of the community are involved in and can contribute to the improvement process.
- Embed the system of assessment in RE, so that all pupils are able to understand their attainment and progress and to know what they need to do to improve.

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

As its recently refreshed Christian vision expresses confidently, 'under God's guidance' the school is a welcoming family where everyone is valued, respected and cared for. Called the 'Masham family' by pupils, the school lives out its Christian vision in the strength of relationships between all members of the community. The school's distinctively Christian and inclusive vision and associated values are rooted in biblical teaching. They embrace its identity as a church school, and as the school at the heart of its local community. However, not all members of its community are able to articulate clearly this biblical underpinning. The headteacher and other senior leaders work effectively to make sure that the school's vision is central to the planning of effective improvements. Their strategic leadership ensures that the vision is lived out in practice in the school. Its influence can be seen and felt in development priorities and staff training. Above all, it informs the creative and innovative curriculum that is offered to pupils. This working out of the school's vision in everyday life enables the learning and personal needs of all pupils to be met effectively. Pupils can talk clearly about how the school's values affect their lives. Strong Christian leadership, from the headteacher and other senior leaders, ensures that the vision impacts positively on the school community. Parents enthuse about how, through the school's level of care and support, their children flourish. One said that the school was 'the best start children could possibly have.' However, systems are not yet firmly in place for evaluating the impact of that vision on the school as a Church school. The strong partnership with the parish church supports the spiritual, religious and moral development of pupils. The school has a positive partnership with the diocese. Through membership of the Swaledale Alliance and the Bedale Cluster of schools, it is able to draw on strengths and insights from other schools and to share good practice.

The school curriculum is rich, vibrant and exciting; it responds to pupils' ideas, interests and current events. Pupils love coming to school because they are thoroughly engaged in stimulating and purposeful learning activities throughout the school day. All, including the most vulnerable, are able to flourish. Over time, pupils make progress broadly in line with local and national averages. They are confident learners, who readily discuss ethical, social, cultural and global issues. For instance, class 2 pupils explored 'What does it mean to belong?' as part of their work on refugees. School leaders and staff share an understanding of spiritual development and how it underpins the flourishing of pupils. Opportunities for spiritual development are embraced throughout the curriculum, including those that arise spontaneously in the course of the school day.

The school has a well-established positive learning culture. An example of this is the Aspirations Project, running on a three-year cycle throughout Key Stage 2, which gives all pupils the confidence, opportunity and courage to shine. The impact of the school's vision and values is seen in pupils' commitment to make a difference in response to disadvantage and deprivation. An example, which arose from the English lessons of pupils in class 4, is Trash for Treasure, based on a story about the lives of children who live on Smokey Mountain in Manila. This self-generated project involved the local community in Masham, linking with the charity Compassion UK, with the aim of actively improving the life-chances of children in the Philippines.

All members of the Masham school family live well together. Adults and pupils alike are very clear about what it means to live out their school vision. Pupil behaviour throughout the day is excellent. The underlying principles of forgiveness and reconciliation are set out in the behaviour policy, although this does not fully reflect the school's distinctive vision. Pupils of all ages play and work together harmoniously, readily showing others respect, support, and appreciation of their strengths. The staff team responds swiftly and appropriately to any parental concerns. In this way, the school nurtures well-being, so that everyone can flourish.

The school is an inclusive community where all are welcome and all are treated with dignity and respect. Pupils are given regular opportunities – not only in RE but across the curriculum – to learn about difference and diversity. During this school year all pupils have been involved in a span of rich and challenging activities and opportunities around the whole school theme 'Why do people leave their homes?' As a result, they have developed their understanding of difference and diversity of others who, like them, are part of the human family.

Well-planned daily worship is central to the school's life. It meets statutory requirements and provides pupils with a rich variety of experiences including prayer, stillness, stories, Anglican liturgy and festivals. It impacts strongly on pupils' spiritual and religious development. Through worship and biblical teaching, the significance of Jesus for Christians and an understanding of the concept of God as Father, Son and Holy Spirit are explored. Pupils respond by engaging with Jesus' teaching and its relevance to their own lives through reflecting on their own attitudes and behaviours. They are able to link these with the school's vision. The school's strong partnership with St Mary's church enriches worship provision. Worship in school is led weekly by the vicar and, from the start of this school year, whole school worship takes place monthly in church. Year 6 pupils attend the midweek parish Holy Communion service. A priority this year has been to increase involvement and ownership

of worship by pupils of all ages. As a result, groups of pupils are increasingly organising and leading key stage worship. Pupils report that they greatly enjoy 'Whoosh' worship, where they have the opportunity to become actively engaged with biblical stories and their meanings. Pupils speak about praying informally during the school day, but not all show a clear understanding of what prayer is about. There is evidence of monitoring of worship by the School Council. Established systematic monitoring and evaluation of worship by pupils and teachers, however, is underdeveloped. Formal monitoring of worship by foundation governors began earlier this year.



The effectiveness of RE is Good

RE is a core subject and is taught in an imaginative and creative way. The RE curriculum enables pupils to develop an understanding of Christianity and to study other faith traditions. Teachers demonstrate strong subject knowledge and are adept at questioning pupils, helping them to articulate their thinking well. Pupils enjoy the challenging, varied activities and the opportunity to express their views, knowing that they will be valued and accepted. Pupils of all abilities make good progress in RE because teaching and learning are consistently good. The RE leader has recently introduced a system of assessment based on the new curriculum which enables pupils to gauge more accurately their attainment and progress, and to know what they have to do to improve. This system is not yet embedded across all classes. The quality of work seen in pupils' RE books does not yet fully reflect the standard of their knowledge and experiences in RE. Sharing of good practice in assessment in RE with other alliance and cluster schools is limited. RE policy and provision is reflective of the aims of the *Church of England Statement of Entitlement*.

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Inspector's name and number	Canon Linda Burton 426