

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bainbridge Church of England Primary and Nursery School			
Address	Bainbridge, Leyburn, DL8 3EL		
Date of inspection	17 January 2020	Status of school	Voluntary controlled
Diocese	Leeds	URN	121477

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 Judgement	The impact of collective worship	Grade	Good

School context

Bainbridge Church of England Primary and Nursery School has 59 pupils on roll. Most pupils are of White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The school is part of the Bainbridge, Askrigg and West Burton (BAWB) federation. The three schools operate on separate sites and have shared the same governing body since April 2016. The executive headteacher is currently on maternity leave.

The school's Christian vision

Our distinctive Christian ethos underpins the life of the school and is the basis of our excellent relationships with our parents, local communities, and churches. Rooted in the message of the Good Samaritan, we provide an aspirational education for all. We flourish academically, spiritually, and socially.

'Love the lord your God with all your heart, with all your soul, and with all your mind. Love your neighbour as yourself.'
(Matthew 22:37-39)

Key findings

- The recently reviewed vision is well understood, articulated and lived by all. However, it is not yet fully embedded. Federation Friday is a unique, inclusive and effective expression of the vision. All stakeholders are flourishing and relate this to the impact of the vision.
- Collective worship is highly valued by the whole school community. The support of local clergy has a big impact on its engaging nature and relevance. Pupils enjoy planning and leading aspects of collective worship.
- Leadership of religious education (RE) and collective worship is inspirational. The approach to spiritual development has flowed naturally from collective worship to infuse all aspects of the curriculum.
- Attitudes towards RE are very positive and pupil's knowledge of Bible stories and ability to apply them to their lives is very strong. However, pupils have limited opportunities to develop their understanding of the effect that Christianity has on the lives of people worldwide.
- There are a range of creative approaches in place to ensure awareness of diverse communities. However, opportunities to celebrate difference and diversity are not embedded.

Areas for development

- Extend and deepen the impact of the Christian vision across the school community. This is so that all can identify the effect of it in their lives and so that self-evaluation can more effectively inform strategic planning.
- Continue to develop and embed a broad range of opportunities for pupils to experience and celebrate difference and diversity.
- Develop pupils' knowledge and understanding of Christianity as a living, world faith. This will allow them to appreciate the influence of Christianity across the globe and broaden their understanding of the relevance of faith 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 Christian vision of the school has been recently reviewed by the ethos group and members of the school community. 'Love the Lord your God and love your neighbour as yourself' as demonstrated by the Good Samaritan is well known and understood. The school and local church work closely together. One example is the school song composed by a parishioner. Pupils are very proud of the song which they know proclaims the school vision. The Christian vision is lived out in school, at home and with the local church community. Pupils know that everyone is treated with equal value. Parents see their children using the Good Samaritan story to help resolve issues at home. As the vision is new there has been limited time to embed it or evaluate its impact. Leaders have emerging awareness of current thinking in Church school education. However, the vision has not yet influenced formal partnerships beyond the school and the relationship with the diocese is at an early stage of development.

The school's unique structure and circumstances result in a broad and balanced curriculum clearly underpinned by its Christian vision. Leaders have made bold decisions about where pupils are taught, so that they can develop socially as well as academically. Federation Friday, where pupils are taught in groupings different from those they learn in during the rest of the week, is inclusive and inspirational. Pupils consider this time to be a highlight of their week because they learn and socialise with their neighbours. There are well-developed processes for identifying and supporting vulnerable pupils and those with additional learning and personal needs. These contribute to pupils making sound progress. The spiritual development of pupils is a strength of the school. It starts from collective worship and infuses all other areas of school life. Pupils speak confidently about spiritual and ethical issues. Even the youngest pupils were able to discuss where God is and how situations in the world might make Him feel.

Due to the small size of the school and its geographical isolation, leaders have worked hard to enable pupils to develop resilience and perseverance and embrace diversity. This is being achieved by links to the school's Christian values, forest schools, visits to contrasting communities and a diversity day with partner schools. The school is successfully raising the aspirations of all and a parent described it as a 'beacon of positivity'. They find creative solutions by, for example providing free access to swimming for all using a family swim pass. Pupils feel they have ownership of charitable activities and are passionate about protecting the environment for the benefit of all. They have chosen to love and serve their neighbours in the local community through supporting agricultural charities and the local church's Open Pantry food bank. Pupils are beginning to be able to link their actions to the Good Samaritan. The school has explored the concept of being an advocate through collective worship by introducing pupils to Christian leaders of advocacy. The curriculum contains many opportunities to ask 'big questions'. However, there is little engagement in diocesan or other global links.

The Christian vision is put into practice via the RESPECT code and RESPECT ambassadors. This enables pupils to feel safe and engage in forgiveness and reconciliation. A range of strategies is in place to support pupil's mental health. Including a designated 'haven' for pupils which they enjoy using when they are stressed or need time alone. Staff thrive because they are well-supported both professionally and personally and see this as the Christian vision in action. Links have been built with contrasting schools in Leeds to provide opportunities for pupils to become more aware of diversity. These links are supported by a programme of visits to places of worship from a variety of religions. Pupils and parents value these opportunities to understand and respect more diverse communities. However, there is a need to continue to be proactive to seek out opportunities for pupils to celebrate difference and diversity and so embed it in everyone's experience.

Worship is an indispensable part of school life. A range of adults and pupils lead worship. Pupils appreciate the opportunities to plan, lead and evaluate worship. The school has responded to pupil requests to make this more frequent by moving to half-termly worship led by pupils. Pupil attitudes to prayer are very positive with reflective spaces in tepees being frequently used and the school creed highly valued. This means that at difficult times in life pupils are able to draw on reflection and prayer for support and encouragement. BAWB days (Christian ethos immersion days) are very effective in enabling pupils to grow spiritually through a wide range of activities. Links with the local church community are vibrant. Pupils understand Anglican traditions and contribute to church

festivals. The link between the school and the local church is cherished by all. A teacher said 'the clergy are with us every step of the way'.

Pupils flourish in well planned and thoroughly resourced RE. The subject expresses effectively the school's Christian vision. Worship and RE meet statutory requirements and are given a high priority by the school. Pupils have an admirable knowledge of Bible stories and can talk about them and their message confidently. They value their RE lessons enormously. However, they have limited opportunities to develop their understanding of the effect that Christianity has on the lives of people worldwide. Pupils feel safe to express their own views in RE and one said 'you have to find common ground'. RE teachers receive continuing professional development within the federation and the RE lead has benefitted from diocesan training. The feedback pupils receive in their exercise books is a strength because it ensures they extend their thinking and reasoning. This contributes significantly to how much pupils value RE. Leadership of RE and collective worship is inspirational.

The Bainbridge school ethos is summed up in the story of the Good Samaritan. The members of this close-knit yet outward looking rural school community really do love their neighbours as themselves.

Executive headteacher	Charlotte Harper (currently on maternity leave)
Inspector's name and number	Ruth Houston 947