

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Mary's Church of England Primary School, Beverley

Address	Eden Lane, Beverley, HU17 7HD		
Date of inspection	27 June 2019	Status of school	Voluntary controlled primary
Diocese	The Diocese of York	URN	118 030

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

School context

St Mary's is a primary school with 386 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 in line with national averages. There has been a change of headteacher since the previous inspection and a number of changes to the senior leadership team. The outcome of the school's Ofsted inspection in June 2018 was Good overall with Outstanding for personal development, behaviour and welfare.

The school's Christian vision

St Mary's Church of England Primary School is based upon Philippians 4 of the Bible and 'Nurturing Success'. At St Mary's, we are committed to nurturing every child (and every adult) as a unique individual to be the best that they can be, within a safe, friendly and welcoming community rooted in Christian values. Our vision is to provide an education of the highest quality through a rich, broad and balanced curriculum which focuses on the development of the whole person. We want children to develop as happy, confident and articulate individuals who will love learning throughout their lives.

Key findings

- The vision permeates all aspects of school life, shaping both the strategic and operational direction of the school.
- Mental wellbeing is given high priority in this school which enables the flourishing of the whole school community. Innovative practice is embedded in the working of the school.
- Spirituality is grown right from the start through both planned and spontaneous opportunities which enable children to develop into mature and compassionate young people.
- Pupils' ability to raise and explore spiritual and moral questions compels them to take social action and act as courageous advocates.
- Collective worship is valued by the whole school community who recognise its impact on their lives within and beyond school. Pupils play a significant role but their skills are not yet fully employed in leading worship.

Areas for development

- To share the recognised Excellent practice in developing the Christian vision beyond the school in order to influence Church school education more widely
- For pupils to develop their role in leading and shaping worship in order to further enrich the worship life of the school
- To extend pupils' opportunities to take roles as courageous advocates, particularly in the context of the school's partnership with Christian Aid and the Global Neighbours gold award

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

This is a school that lives out its Christian vision and values at all levels. Leaders and governors are determined to see their chosen values in action and not merely to be represented in policy and documentation. The links with the church are extremely strong with the present incumbent playing a prominent and inspirational role in the life of the school. This has led to innovative practice that has strengthened relationships within and across the school and church communities. Leaders passionately articulate how their vision shapes every aspect of school life and this sharp focus leads to imaginative practice which enables pupils and adults to flourish. The school benefits from mutually beneficial wider partnerships and has also established strong partnerships locally. The school invests in future Church school leaders and one of the school's assistant headteachers is currently acting headteacher at a local school at the request of the Diocese.

Relationships in the school are exemplary. Children expect the best from each other and challenge when behaviours do not uphold the school's values. Leaders attribute the continued embedding of outstanding behaviour to the outworking of the vision. As a result, children disagree well and have a deep understanding of each other's uniqueness. The 'St Mary's Super Learner' provides opportunities for everyone to be spotted putting the values into action enabling the school to realise its vision. Parents speak of how their children can 'discuss mistakes without fear' knowing that support will be given for reconciliation and forgiveness. Parents speak highly of the 'consistent support' available to them and justifiably demonstrate great confidence in the school.

The school takes wellbeing extremely seriously and this has underpinned the school's decision to support the charity Young Minds this year. Leaders speak confidently about how all adults live out the vision in their interactions with each other and how the values 'frame our conversations with children and adults'. The wellbeing of pupils is a focus within the curriculum each term and this has been further enhanced through professional development opportunities for staff in developing pupil's emotional literacy. In this school, the mental wellbeing of adults is of equal importance. The staff wellbeing committee ensures regular opportunities for open discussion and the 'nurturing of every adult' which in turn has led to initiatives such as the staff choir and St Mary's Angels encouraging random acts of kindness for one another. As a result, staff morale is very high.

An ethos of aspiration and 'being the best that you can be' is evident in policies, planning and in practice. Leaders ensure that the school's vision is lived out through an unwavering commitment to ensuring all pupils flourish academically and spiritually. Every pupil is seen as a 'unique individual' and as a result, pupils achieve well with current school data showing there to be little difference for disadvantaged pupils. The school's curriculum is focused on 'the wholeness of being' and offers a wealth of opportunities for pupil leadership. Pupils are confident and articulate in initiating and discussing big questions across the curriculum. This has led to a number of pupil-led social action projects which have focussed on taking care of the world. The pupils work in this area was recognised by the Modeshift Stars Gold Award for the third time this year. This heightened sense of responsibility has compelled pupils to act as courageous advocates in challenging inequality and injustice. For example, one child wrote to the local MP to ask for help in securing the future of the local food bank. The school is supporting three charities this year: one local, one national and one global. Close links have been forged with the link Christian Aid teacher as part of the school's work within the Global Neighbours Accreditation Scheme. As a result of this partnership, meaningful and mutually beneficial links have been established with St Luke's school in Kenya. Leaders speak of this link as 'shared friendship in Christianity'. These partnerships are not yet being fully utilised in enhancing the school's work on courageous advocacy.

At St Mary's, collective worship is a highly valued part of the school day and is a time when 'everyone's with God'. It is both inclusive and invitational and provides rich and meaningful opportunities for worship and spiritual development. Pupils in the school's worship committee have a strong sense of ownership of collective worship and play a leading role in planning and providing the feedback of ideas. Pupils' contribution to leading collective worship is not yet fully developed in enriching worship further. Pupils are fully involved in planning the church services each half term which they help to lead along with the incumbent. Parents at St Mary's value these church services highly and see the church as 'a big part of the community' and the incumbent as 'part of the school'. As a result of the strong partnership with the church, the incumbent has worked with staff to develop their leadership

of collective worship further. This has included schemes of work written to support the pupils' understanding of the Lord's Prayer and the school's vision through collective worship. This innovative work has strengthened class collective worship in school but has not yet been shared more widely for the benefit of other Church schools locally. Opportunities to continue spiritual development beyond worship are exemplary. The school has created areas for reflection that are inviting and inspiring and these are well used. As a result, pupils demonstrate an informed and evaluative understanding of prayer and reflection. In addition to spaces within school, pupils and adults speak enthusiastically about the outside woodland area created as 'The Sanctuary' where people 'can find peace, calm and pray however they want to pray'. At the time of inspection, Foundation Stage children were using language to explore the beauty of nature and were simply 'taking time to be still and enjoy the fullness of life'.

RE across the school is a safe space for pupils to ask questions and explore theological concepts. Pupils enjoy RE and speak with enthusiasm about their learning. The RE leader and foundation committee monitor the subject regularly and this has led to strong practice. The school has led 'Experience Weeks' such as Worldwide Christianity Week and Global Citizen Fortnight as well as planning visits to places of worship to bring learning alive. Pupils speak with confidence about religious traditions and their own beliefs and ideas. Big questions are planned into learning and play a significant role in helping pupils to explore ideas. Pupils' insightful contributions explain that 'there's no right or wrong answer, you're developing what you think' and 'religions do similar things but the reasons they do them are different'. Parents value RE and speak of how it helps their children to 'value everyone as an individual regardless of faith'.

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