



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Beeford Church of England Voluntary Controlled Primary School

Main Street
Beeford
YO25 8AY

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: York

Local authority: East Riding of Yorkshire

Date of inspection: 26 February 2015

Date of last inspection: February 2010

School's unique reference number: 117969

Headteacher: Michelle Bell

Inspector's name and number: Judy Jones 797

School context

Beeford School is smaller than average with 80 pupils aged between 4 and 11. It serves the village of Beeford and surrounding hamlets. Almost all the children are of White British heritage. The proportion eligible for pupil premium is below average and the proportion with special educational needs or disabilities is broadly average. The headteacher has recently taken over the headship of a neighbouring small school and spends half her time in each school.

The distinctiveness and effectiveness of Beeford as a Church of England school are good

- The Christian ethos is explicit and evident in all aspects of the school. As a result children thrive and succeed in their work and personal development.
- Strong leadership ensures that adults and children are fully involved in decision making and their views are respected. This makes for a very harmonious environment.
- Children take the school's Christian based value of 'caring' seriously and look after each other very well.

Areas to improve

- Increase children's knowledge of different faiths and cultures so that they are better able to understand Christianity as a multicultural world faith.
- Increase children's knowledge of Anglican tradition and practice in order to enrich their understanding of church services and customs.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

Pupils feel secure because they fully endorse the school's vision and motto of "all known, all cared for, all contributing." They can explain how the vision fits with Bible stories and the life of Jesus and they understand that the vision includes their obligation to contribute in their daily lives. Consequently they take their schoolwork seriously and work hard, even though some find homework demanding. Standards have risen to above average over the past three years. The school tracks individual progress and can show that children do at least as well as, and often better than, expected. Children enjoy coming to school and attendance is good. Exclusions are very rare. The emphasis on the vision, which all children know and can quote, leads to good relationships all round, and a willingness to deal with disagreements fairly. As one child said, and the others in the group agreed: "this school is a happy place to be." The underlying Christian values support children's social and moral development very well. Children have a good understanding of the difference between right and wrong, and can explain how this understanding is built on the Bible stories they read. Their spiritual development is unusually strong and founded partly on the emphasis placed on reflectiveness both in worship and in everyday life. They are keen to show off the area set aside for reflection in each classroom. Children have some knowledge of other faiths and cultures. For example they celebrate Divali and the Chinese New Year and have visited a synagogue. However, understanding of how people of many faiths and cultures live alongside each other is limited and teaching about differences in faiths and traditions is not fully embedded in the curriculum. Religious Education (RE) is a popular subject and reinforces the Christian character of the school by adding to children's knowledge of the Bible and of followers of Jesus. An imaginative lesson on the parable of the Lost Sheep in Key Stage I drew out many thoughtful comments about how we feel when we are lost, who cares for us and who helps us through difficulties.

The impact of collective worship on the school community is good

Collective worship is well organised on a two year plan and is distinctively Christian in nature. Christian symbols such as crosses and candles are used daily because, as the children say "Jesus is the light of the world." Most worship is shared by the whole school and is often led by the vicar and speakers from organisations such as Fairtrade. Parents are invited to the regular celebration assemblies and support is good. Children are involved in planning and presenting worship and take their responsibilities seriously. They enjoy worship, and recognise the way it relates to what they learn in RE and to their everyday lives. For example they can explain how the principles of Fairtrade fit with their school vision because they care about third world farmers and contribute by buying Fairtrade goods. Collective worship is evaluated thoroughly and its overall impact is reinforced by prayer and reflection at other times in the school day, for example before lunch. The emphasis on prayer as a fundamental part of worship means children have a good appreciation of its nature and value. They write their own prayers and contribute their personal hopes and concerns. However, they have less than expected knowledge of formal prayer such as The Lord's Prayer although they have studied it in the recent past. The school uses the local church for festivals such as Easter and harvest festival and are familiar with the layout and furniture of the church but are vague about some aspects of church practice. For example, displays use liturgical colours appropriately throughout the year but children do not recognise them or the Anglican tradition from which they stem. Christian teaching in both RE and worship leads to good understanding of God as Father, Son and Holy Spirit and children have no difficulty explaining that they are all different forms of the same idea.

The effectiveness of the leadership and management of the school as a church school is outstanding

Excellent leadership is helping the school to improve on many fronts especially academic standards and the distinctively Christian character of the school. The headteacher and governors have dealt systematically and effectively with the issues raised in the previous SIAMS report. To this end, the headteacher has taken full advantage of training from both the diocese and the local authority on distinctive Christian values so that they now underpin every aspect of the work of the school. Training included governors and they now play a full part in the monitoring and evaluation of the school as a church school. They also ensure that the school meets statutory requirements for RE and collective worship. The RE coordinator and the headteacher work closely together and are very effective in placing church school values at the heart of planning and development. Excellent monitoring of RE and worship includes seeking children's views and these are valued and respected. The headteacher manages her dual role as head of this and another school with great skill and is able to do so because she has built such a strong team. The many initiatives, such as Investors in Pupils and Eco-schools enable staff, governors, children and teachers to work together to achieve common ends and for staff to develop significant additional skills. The headteacher and governors support staff with their individual training needs so that children benefit from adults' particular skills in, for example, counselling. Strong links with the parish church, the diocese, and locally with the adjoining Children's Centre enrich and broaden children's experience. The headteacher recognises the need to increase children's awareness of other cultures and is looking for the best ways to do this.

SIAMS report February 2015 Beeford CE VC Primary School Beeford YO25 8AY