

# Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

## Sigglesthorne Church of England Primary Academy

### Vision

As an inclusive and caring church school, we provide an excellent education and aim to develop a life-long love of learning. We see all members of our school family as individuals, valued and valuable in the eyes of God (Psalm 139). We will support and challenge everyone to show respect and courage in achieving their full potential as part of a peaceful community. Enabling all our community to 'live life to the full', (John 10: 10).

### Strengths

- The strong and inclusive Christian vision has a strong focus on valuing the individual and building courage. This results in the flourishing of pupils and adults.
- The carefully constructed curriculum provides rich opportunities for learning and growth. Pupils gain understanding and develop skills to prepare them for life in a complex and diverse world.
- This is a welcoming, nurturing school in which pupils, staff and families are known, cared for and treated well. The school, in turn, benefits from the broad, focussed and highly effective support of the Ebor Academy Trust.
- From early on, pupils are encouraged to explore and develop an understanding of justice. They grow as confident individuals, willing and able to make a positive difference to the lives of others.
- Leaders ensure that religious education (RE) has a high profile across the school and is valued as an academic subject. They have developed a well-structured and effective curriculum.

### Development Points

- To sharpen the focus, and strengthen the evaluation, of monitoring activities. This is to provide leaders with a clear pathway for further development of Sigglesthorne as an increasingly effective Church school.
- Continue to build partnerships in the wider community beyond those already established with the Church. This is to expand opportunities for service and the deepening of relationships.



## Inspection Findings

Working with the school community, leaders have established a clear Christian vision. It is built firmly on the biblical teaching that everyone is valued in the eyes of God. This is lived out in all aspects of the work of the school. As a result, pupils and adults experience nurture that supports their flourishing, in school and beyond. The carefully chosen Christian values support the way the vision is understood. The focus on 'courage' has a direct impact on developing pupils' attitudes to learning. They are also well equipped to face challenges with determination and hope, supported by a strong school community. Leaders, including the governing body, ensure that resources are available to support the vision. Space, equipment and high-quality training make forest school provision a successful factor in developing pupils' resilience and independence. However, the focussed evaluation of monitoring activities, to move Sigglesythorne on as a Church school, is not yet fully developed. The vision of the academy trust prioritises the individuality of each school and emphasises the importance of belonging. Long term membership of the academy trust therefore enhances the vision and complements the work of the school. Leaders are encouraged to develop its individual characteristics to better serve the unique needs of its community. Staff access significant support and professional development as part of a wider network of schools in the trust.

Sigglesythorne is a small school in a relatively isolated rural location. The curriculum is designed to meet the needs of pupils in their geographical context. Over time, and across various subjects, pupils explore the diversity and complexity of the wider world. Classroom teaching is enhanced through regular online links with people from different global cultures. This ensures a gradual widening of horizons as pupils journey through the primary years. They are well prepared for the next phase of education, entering secondary school with confidence and curiosity. Staff identify the specific learning needs of pupils early. They work closely with families and external agencies, supported by colleagues in the academy trust. As a result, pupils with special educational needs and/disabilities (SEND) access the full curriculum and learn alongside peers. Using a number of different approaches, teachers take opportunities to support pupils' spiritual development. They identify special 'moments' as they arise to help pupils reflect and connect to aspects of the world beyond themselves. Membership of the academy trust gives a structure for all subject leaders to be part of a wider network of peer support. This ensures support for the regular review and development of the curriculum.

Collective worship is a special part of each day for the whole school. The established structures and routines provide a defined space for contemplation, celebration and exploration. The academy trust provides opportunities for leaders to visit to other schools to observe worship and share good practice. Staff take care to ensure all feel invited, welcome and able to fully engage in worship times. The breadth of pupils' life experience is acknowledged and nurtured in the context of collective worship. Class 'liturgy' books capture the ways in which pupils think deeply about the themes discussed and issues raised. These dedicated times for guided reflection contribute significantly to their spiritual flourishing. Adults are encouraged on their own spiritual journeys. Some through their experience of leading worship, and all by being fully part of the whole school worshipping community. The school is well supported by the local clergy and members of the church. Pupils enjoy the times they are able to worship in the church building. One commenting that in church 'the windows tell stories and you feel quiet and calm'.

Pupils and adults are safe and cared for in a highly nurturing environment. Leaders promote a culture where time and priority are given to people listening to each other. This has led to the development of deep and trusting relationships. Pupils know that their needs and opinions are heard and valued. This supports their flourishing, in both learning and personal development. Staff are treated with dignity and respect, supported in achieving balance between their personal and professional lives. The academy trust provides a wide range of support for the health and mental wellbeing of staff. Together with comprehensive opportunities for training and career



development, this contributes to staff in every role being able to flourish. The school offers sensitive and effective support for individuals and families facing emotional challenges. The recent major flooding at the partner school prompted many acts of service and support, inspired by the Christian vision. Leaders identify the need to build on this experience of service by strengthening partnerships across the wider community.

Pupils benefit from an active culture of justice and responsibility. They are given many opportunities to make a difference to the lives of others. Pupils use British Sign Language when learning some new songs. They successfully encourage local businesses to support environmental projects. Individual pupils are prompted to act, responding to issues raised in the curriculum or during collective worship. These range from expressing concern over care for patients with motor neurone disease to protesting about the use of local land for toxic waste disposal. Younger pupils learn to see themselves as future agents of change when they hear about older pupils writing to the local MP. Motivated by the Christian vision, pupils learn to recognise injustice while developing the skills necessary to take meaningful action. The trust provides opportunities to enhance this work through the Pupil Parliament. Older pupils train to work in their own schools to address issues relating to diversity and the global sustainability goals.

RE is given high priority as an important academic subject across the school. Pupils enjoy RE lessons. They consider deep matters of faith and belief in an environment where they feel safe to express their thoughts. Teachers provide a high degree of challenge, regularly posing searching questions in response to pupils' written responses. The RE curriculum is well-structured, with the sequence of topics carefully considered by leaders. There is a clear rationale for the choice of world religions and worldviews studied alongside Christianity. The curriculum includes examples of diversity of belief and practice within individual faith traditions. Teachers benefit from a high level of support from well experienced leaders, regular training and good quality resources. The academy trust works very closely with the diocese to ensure the school benefits from this support. Pupils are given opportunities to develop skills across various academic disciplines. As a result, they consider their learning from a range of different perspectives. This ensures balance, as pupils gain knowledge about certain religions and worldviews while also considering their own beliefs and opinions.

## Information

Address	Main Street, Sigglesthorne, Hull, HU11 5QA		
Date	4 October 2024	URN	143823
Type of school	Academy (Inspected as voluntary Controlled)	No. of pupils	44
Diocese	York		
MAT	Ebor Academy Trust		
Headteacher	Jennifer Marsden		
Chair of Governors	Helen Freeborn		
Inspector	Peter Barfoot		