

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Baildon Church of England Voluntary Aided Primary

Address	Coverdale Way Baildon Shipley West Yorkshire BD17 6TE		
Date of inspection	10 October 2019	Status of school	Voluntary Aided Primary
Diocese	Leeds	URN	107337

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	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent

School context

Baildon Church of England is a primary school with 454 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 below national averages. The school is the lead school for the Eden Teaching Alliance, with the Diocese of Leeds and Bradford Multi -Academy Trust as strategic partners.

The school's Christian vision

'The Lord says for I know the plans I have for you...plans to give you hope and a future.' Jeremiah 29:11
In our school, we celebrate being part of God's family where all respect themselves, others and the world around them. Our vision is to develop a safe, caring community of inspired, resilient lifelong learners with a spirit of curiosity, enabling them to flourish in an ever-changing world.

Key findings

- The inspirational leadership of the headteacher enables all to flourish within an inclusive Christian community. They are effectively supported by leaders at all levels and the dedicated and cherished staff.
- The vision enables all pupils to fulfil their potential. Pupils have a clear understanding about achieving both a school and personal vision based on Christian values.
- Collective worship is inspirational, offering a variety of ways to encounter God, supporting spiritual growth in pupils and adults. Worship through song is joyful and a strength of the school.
- Deeply embedded care for all drives exceptionally nurturing relationships, enhanced by innovative practice in supporting and developing pupils with social, emotional and mental health needs.
- Religious Education (RE) has a very high status as an academic subject and is exceptionally well-led. It provides a safe place for pupils to explore the concepts of RE and share their thoughts, beliefs and feelings.

Areas for development

- Further develop the impact of the clear, uncompromising vision through all relevant policies so that the way they shape school development is more explicit and informative.
- Build on the existing excellent practice in collective worship, through music, the Trinity and prayer to enable the personal spiritual development of pupils and adults to deepen.

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

Ambitious and inspirational leadership ensures the Christian vision is lived out strategically and operationally. This clearly underpins the firm understanding of the mission statement. This links with the established belief that all are made in the likeness and image of God. Care, compassion and respect are at the heart of the school. The whole community articulates the vision and values through the care, dignity and respect evidenced in the daily life of the school. This showcases the biblical roots of the vision which is prominent around the school in different ways. Aspiration is high with pupils able to articulate what the motto 'SOAR' means to them. They discuss which of support, opportunity, achievement, and respect is most important to them and explain why. Attainment is at or above national expectations and vulnerable pupils make very good progress. Governors have a high presence in school, monitoring many aspects of school life. However, monitoring is not always sufficiently clear on all aspects of Christian distinctiveness. They hold the view that wellbeing is the basis of learning and living. They are supportive of the school's outreach work with other schools. Baildon, as the lead in the teaching alliance, regularly supports distinctiveness and leadership at all levels in other church schools. Quality induction and professional development support all staff. Staff feel part of the highly inclusive school family and are proud of the values and ethos. There is a certainty that their wellbeing and that of pupils is a priority. They speak of all being able to flourish through respect and nurturing. Parents are very positive and supportive of the school, its vision and values. It is unapologetic about being a church school and the ethos permeates all the school does. They feel school gives their children the resilience and values to equip them for their future. Parents value the sharing of worship and RE themes and being welcomed to worship, interpreting the biblical root of the vision as 'God's plans for us are good'. There is an understanding that they are part of the school family and that they are supported. Parents value that the school is known in the community as 'The Church School'.

Confident, articulate and respectful pupils evidence the vision and values in all they do. They want to do their best and have a strong sense of gratitude. They value school because it encourages them to have opinions, providing a safe place to express these. RE is part of what makes their school special; a child from a different faith spoke positively about being able to share their religion. Younger pupils were articulate about being part of God's family, 'God loves us'. Valuing All God's Children is demonstrated every day in the high levels of respect for difference and diversity shown. Pupils speak of treating those of different faiths as they want to be treated. They are deeply aware of importance of vision and older pupils use this to create their own vision of where they want to be. All are valued and celebrated, evidenced by the prominence of 'God's Magical Peace Garden', a collage created by pupils with additional needs. Pupils articulate what the vision means to them; a safe, caring community, flourishing, resilient lifelong learners, respect. Behaviour is exemplary. Pupil voice is exceptionally strong with pupil councils including Fairtrade and Faith enabling them to share their views and ideas. They provide feedback to leaders, however there is no formal mechanism for pupils to engage with governors. Pupils are involved in selecting charities and social action projects, being instrumental in the school become a Fair Active school. They are aware of world issues such as deforestation and plastic pollution. They confidently identify, discuss and act on issues of social and moral concerns. Pupils support the local homeless charity as they are concerned about homelessness and children missing education

The school provides training and development support to other church schools and for the Diocese. Their use of Big Books as a monitoring and assessment tool is one example. The newly revised curriculum is firmly based in vision and values, aiming to meet the needs of all pupils. Planned links with RE and spiritual, social, moral and cultural (SMSC) run through the curriculum. The school uses award nominated, creative and, innovative support and therapies for pupils with high levels of needs. This includes chances to represent their school. High quality enrichment activities are provided. Pupil confidence to share their opinions and deep thinking is particularly evidenced in RE. Discussions included what it means to follow God, a theological interpretation of Psalm 8 and 'What is love?' Understanding Christianity has impacted on other areas of the curriculum through the use of big questions. Pupils have a good understanding of Christianity as a worldwide faith.

Collective worship is engaging and inclusive with a high degree of pupil participation. The deeper meaning of the candle and the exit being part of the spiritual experience is not currently evident. Pupils articulate messages from worship and explain how these influence them and relate to the vision and values. Gospel readings are a common part of worship. Pupils feel worship is at the heart of the school, 'if we didn't have worship we wouldn't know God and how to behave'. They feel God is with them every day. Worship supports their strong sense of justice,

evidenced through the observed Faith Council led worship on Rosa Parkes. This group independently plan, lead and deliver high quality worship. The highly effective pupil led worship contributes to school sharing its innovative practice. Foundation governor monitoring has focused on the environment for worship and personal spirituality, resulting in a reduction in the number and variety of focus objects. This has ensured greater clarity for pupils of the message of worship. Worship is extremely well supported by the incumbent and the local church community. This includes Eucharist and confirmation classes and Eucharist services in school, open to all. Pupils are very aware of Anglican liturgy and the colours and festivals of the church calendar.

Pupil understanding of the Trinity and its contribution to personal spirituality are developing, Younger pupils explain the three parts of God, the Holy Spirit is 'like a wind, everywhere'. Older pupils speak of the Holy Spirit as 'in everyone's heart'. All classes have reflection spaces, allowing pupils to share their thoughts. Pupils value prayer showing a good understanding of reasons why people pray, summarising it as being close to God. They speak of RE as well as worship as providing time to be calm and to reflect. They are comfortable with the spaces in school where they can go to be calm and pray; under the tree, the peace garden. This is exemplified by older pupils finding the garden a safe place to share worries and thoughts.



The effectiveness of RE is Excellent

RE has exceptionally clear links with and supports other curriculum areas and worship. Creative teaching inspires and enthuses pupils. Concepts learnt are challenging such as 'Can a Scientist be a good Christian?'

This was explored through debating the difference between science and religion, fact and faith. Younger pupils can explain the meaning of parables such as the Lost Sheep, relating it to their own feelings. Pupils speak of RE as a place where they can share their opinions and beliefs in a safe, supportive environment. RE is exceptionally well led by a talented, experienced subject leader who provides support to a local Diocese RE network. Teaching is consistently better than good and lessons are academic, well-paced and challenging. Consequently, standards are high. Assessment is regular and rigorous and monitored by the subject leader and governors. Effective staff development and support provided by the subject leader ensures consistent good subject knowledge across the school.

Headteacher	Mary Connor
Inspector's name and number	Pat George 845