

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

<b>Fountains Church of England Voluntary Controlled Primary School</b>	
Address	Grantley, Ripon, HG4 3PJ
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
<p>Believe, Learn, Flourish.</p> <p>'Faith, Hope and Love, but the greatest of these is Love' (1 Corinthians 13: 13)</p>
Key findings
<ul style="list-style-type: none"> <li>• The school's Christian vision of love for each other flowing from the love of God underpins all aspects of school life. It leads to the flourishing of the whole school community. However, monitoring of the effectiveness of the school against its Christian vision is underdeveloped.</li> <li>• The school's innovative and individualised curriculum enables all pupils to flourish. A shared understanding of spiritual development is emerging, but a clear evaluation of its impact on the whole of school life is not evident.</li> <li>• School leaders have created a culture where pupils believe in themselves and make the most of the opportunities available to them. This culture enables pupils to develop strong character traits, underpinned by love and trust, including confidence, resilience, and compassion.</li> <li>• Inclusive, rich and varied collective worship lies at the heart of school life. During worship time, pupils readily share thoughts and ideas. However, some pupils lack confidence in linking worship to their thinking and behaviour at other times.</li> <li>• Opportunities are provided to explore 'big questions', particularly in religious education (RE), which lead pupils to challenge, interpret and reassess what they have learned.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Develop the capacity of the governing body to monitor the school as a Church school, so that this can drive the school's ongoing improvement.</li> <li>• Ensure that the school's understanding of spiritual development is formalised, across the school and in all curriculum areas. In this way it can lead to greater opportunities for pupils to pause, reflect and grow spiritually.</li> <li>• Extend opportunities for pupils to reflect on their experiences of collective worship, so that its impact on their lives may be fully realised.</li> </ul>

## Inspection findings

'Everybody is part of the school community here; it is so welcoming and caring.' 'Every child can be the very best they can be.' These comments from parents sum up life in this small rural school.

The school's Christian vision, rooted in biblical teaching, inspires senior leaders and staff to act as effective role models. This is shown in leaders' daily management decisions and their supportive relationships with one another. They demonstrate how showing love to those around them enables everyone to be their 'best self'. Governors fully embrace the school's Christian vision, and this informs the decisions they make for the flourishing of the school community.

Governors chose to join the Leeds Diocesan Learning Trust earlier this year because of the close alignment of the school's vision and values with those of the Trust. Membership of the Trust provides opportunities to strengthen the school's practices, and to embed robust systems and support for leadership. The Trust provides opportunities that would otherwise not be available to a small rural school, including 'Thrive' training for staff. Due to the impact of the pandemic and long-term difficulties in governor recruitment, governor monitoring has not been systematic. This limits the ability of the governing body to evaluate the effectiveness of the school as a Church school.

The school plays an important part in its rural community. Longstanding and strong partnerships with the local church and community groups are integral to the daily life of the school. The centrality of its vision and values in the life of the school is affirmed weekly in pupil led Friday celebration worship. Pupils who demonstrate faith, hope or love receive awards.

A strength of the school is its rich, innovative and individualised curriculum provision, which ensures the flourishing of the 'whole child'. This curriculum includes elements tailored to the school's rural North Yorkshire environment, and curriculum enrichment weeks. Pupil voice days, world faith focus day, mental health week, and pride month are examples of the rich cultural provision for all pupils. Pupils understand and value how these opportunities help them develop resilience, respect, confidence, and trust. The exploration of 'big questions' provides opportunities for spiritual development. These questions challenge pupils to interpret what they have learned and to draw their own conclusions. The RE curriculum is shaped by these 'big questions.' Since September 2021, this approach is also increasingly evident across all other curriculum areas. Planned opportunities, for pupils to pause, reflect or pray and grow spiritually, including in outdoor space, are less evident. A shared understanding, approach and provision for spiritual development is emerging within the school. However, a clear shared understanding of the impact of spiritual development on the whole of school life is not evident.

The school's Christian vision shapes provision to ensure that all can flourish. Staff build and sustain high quality relationships with pupils and their families. All pupils are known as individuals, and any vulnerability or need is supported appropriately. Parents feel supported by the school and value the opportunity for regular, open contact with staff. Teachers listen carefully to the views of parents, and act upon their ideas. An example of this is the 'worry monster' resource, first suggested by a parent to support their anxious child. This is now available for pupils in all classes. Leaders have created a culture where pupils believe in themselves and recognise the possibilities open to each one of them. Pupils know that, in this small school, there is a role for each one of them. All are valued members of the school community, regardless of their need or vulnerability. School committees, formed on the first



pupil voice day in the school year, are open to all. Pupils are confident that, if they make mistakes, they will have opportunities to try again. As a result of the trust and confidence shown in them, they become more resilient.

The impact of the school's vision is clearly seen in the way pupils care for one another and for the needs of others. Consequently, standards of behaviour are very good. Pupils deal well with any disagreements which occur, and they understand the importance of forgiveness. They recognise the importance of valuing difference and understand the need for dignity and respect for all. Led by the charity committee, pupils have held sponsored silences and sold cakes to raise funds. Pupils gave time and money to show they are 'Standing with Ukraine' in its time of need. Pupils are encouraged to become advocates of change. Inspired by environmental workshops, pupils showed greater awareness of the impact of plastic in the environment. They planned steps they could take to reduce waste and recycle materials in their own lives and in the world around them.

Daily collective worship is inclusive, invitational and central to school life. Planned around Christian themes and 'big questions', and combined with Picture News resources, worship is rich, relevant and varied. Regular input from the local priest supports this provision. During worship time, pupils readily share their thoughts and ideas. For example, they discussed freedom and responsibility, and considered what these might mean in the context of their daily school life. However, at other times, some pupils lack confidence in making links between worship and their behaviour and thinking. The ability of these pupils to talk about the value of prayer and reflection is limited. In recent weeks, pupils have had an opportunity in morning class time to revisit and reflect on questions raised on the previous afternoon. The impact of this is limited, at this early stage. Collective worship committee members take responsibility for a range of aspects of worship, which, from the start of this term, includes evaluating worship. Opportunities for others to actively participate in planning, delivering and evaluating worship are underdeveloped. This limits the impact of worship on pupils' daily lives. Monitoring and evaluation of worship by adults is at an early stage.

RE expresses and supports the school's Christian vision. It contributes well to pupils' flourishing. RE is prioritised by being allocated appropriate learning time and it is well resourced. RE is coordinated by the federation's deputy headteacher. With considerable RE teaching experience at Fountains, she ensures that the new team of teachers access relevant training in RE, including the 'Understanding Christianity' resource. As a result, staff help pupils develop high level RE skills. Most pupils enjoy RE, and some can discuss how it prepares them for life in multi-faith Britain and beyond. Older pupils engage critically with religious texts. They understand that RE is a safe place to talk about what they believe, and to listen to the views of others.



Information			
School	Fountains Church of England Voluntary Controlled Primary School	Inspection date	12 October 2022
URN	121584	VC/VA/ Academy	Voluntary controlled
Diocese/District	Leeds	Pupils on roll	75
Executive Headteacher	Pamela Acheson		
Chair of Governors	Rachel Bain		
Inspector	Linda Burton	No.	426