

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Carlton and Faceby Church of England Voluntary Aided Primary School

Vision

Kind and accepting, Independent learners, **N**ever giving up, **D**etermined to be our personal best

Under God's guidance, we teach children the importance of kindness towards others, tolerance and mutual respect. This empowers children to have the courage to achieve their personal best.

Psalm 145:17

'The Lord is righteous in all his ways and kind in all his works'

Luke 2:40

'And the child grew and became strong; he was filled with wisdom...'

Strengths

- Pupils are known and loved for the unique individuals they are. The vision drives a culture where pupils, including those who have special educational needs and/or disabilities (SEND), have the opportunity to blossom and flourish.
- Driven by the vision of kindness, pupils and adults demonstrate care to each other. This permeates throughout, and beyond the school, enhancing relationships and the sense that all belong.
- Worship creates a daily opportunity to come together as a school family which is valued by staff and pupils. It provides meaningful moments for reflection and to celebrate diversity.
- The curriculum and extended opportunities beyond this provide a range of experiences that broaden the horizons of pupils and enable them to see beyond their local area enhancing their development.

Development Points

- Ensure that pupils and adults have a language to describe the impact of opportunities for spiritual development on them. Extend the way that spirituality is an intrinsic part of the curriculum.
- Strengthen governor monitoring of religious education (RE) and the impact of the Christian vision on collective worship. This is to enhance the effectiveness of this as a Church school.
- Enhance training opportunities for staff in RE and embed the recently revised assessment system. This is to strengthen and extend pupils' knowledge and understanding of a range of worldviews and faiths, including Christianity.



Inspection Findings

Carlton and Faceby's vision underpins and permeates all aspects of school life. Being 'KIND in all we do' is the hallmark of the school. The Christian vision reflects the context of the school and its community. Living it out enables the pupils to flourish as they grow up. Adults and pupils know and understand the vision. Pupils speak of the difference it makes to them and how they live it out each day. The vision shapes all that staff do, acting as a 'golden thread' woven through relationships and actions. It drives a culture where pupils are encouraged to achieve the best they can and flourish. Provision for those who are vulnerable or who have SEND is a high priority. Adaptation and personalising learning enable them to blossom and flourish. Acceptance of diversity and a warm welcome for all are clearly visible. School leaders know and love their school. They accurately describe themselves as 'a small school with a big heart.' Pupils are safe, happy and loved as the unique individuals that they are. The vision has shaped changes such as the revising of the RE curriculum. Teamwork is strong and wellbeing is carefully considered, consequently staff feel valued. Governors are committed to, and passionate about, the school. Monitoring takes place, but is not well-established in RE or on the impact of the vision upon collective worship. This means the impact of governor monitoring on the wider effectiveness of the school as a Church school is limited.

The curriculum, and how it is delivered, is underpinned by the Christian vision. It is ambitious and has been planned to meet the context of the school. Embodying the vision, the school is proactive in its inclusion of all pupils. Staff know pupils very well. Parents speak positively about the support the school provides and the difference it makes. The school's enrichment to the curriculum called 'Federation Fab 15' expands the breadth of pupils' learning and broadens their horizons. It 'opens their eyes to the wider world' enabling them to experience new things. From the exhilaration of a first train ride to being inspired by Parliament, these awe and wonder moments enrich pupils' personal development. However, pupils and adults do not yet have a language to describe the impact of such spiritual moments. While these occasions happen in the curriculum they are not yet a planned and intrinsic part of it.

Collective worship is an important part of each day which brings the school together. It is valued by both pupils and staff. It is planned and structured with clear routines established. Worship is inclusive with specific adaptation being made for those pupils with SEND enabling them to participate. Pupils celebrate this diversity as the norm as 'all are different, all are welcome.' Behaviour is exemplary with pupils engaged and respectful at all times. Carefully planned opportunities are provided to reflect and respond to issues of diversity, inclusion and world events. Singing is an integral part of worship which is highly valued by pupils and parents alike. Prayer, reflection and singing contribute to pupils' spiritual development. Pupils speak about their learning in worship at home and school. Key Christian festivals are celebrated with parents at the two local churches. For adults, worship is a moving time of peace, togetherness and 'bonding like a family.'

Relationships and being 'KIND' is fundamental to the life of the school. It is a real strength. The Christian vision has shaped a place where pupils are known, accepted and feel that they belong. Relationships between adults and pupils are strong and respectful. Pupils care and look after each other and 'are not embarrassed to, just like a family'. Behaviour and attendance is good. Provision promoting positive mental health and wellbeing is strong. Staff give genuine and caring support to pupils and families including providing childcare for parental workshops. Adults are generous with their time and skills to support each other. Parents rightly speak of a 'very inclusive' school where pupils 'love to get up and come to school.'



The well-developed culture of responsibility towards others is underpinned by the school vision. Pupils have a real voice through the 'school council', raising issues important to them and making changes in school. Through the curriculum and collective worship, pupils understand their responsibility to help others. They choose three charities yearly, one local, one national and one international. Support, decided by pupils, includes fundraising and wider opportunities to challenge injustice. Pupils are inspired by their learning to take action. For example, donating proceeds from an enterprise project to a suicide prevention charity. Leadership opportunities are well-embedded promoting character development. Involvement in activities such as The Archbishop of York Award enables pupils to develop skills. This also enhances the way the school is an integral part of the local community. Sports leadership roles increase inclusion, enabling all pupils to participate at sporting events. Linking with the federation partner school at Bilsdale is very important. Pupils and staff from each school come together weekly to work and play together strengthening their shared sense of community.

Beneficial relationships with the knowledgeable RE leader and the diocese enhances the impact of the recently revised RE curriculum. It is broad and has a balance of worldviews and faiths, including Christianity making it relevant. The school is aware of its context and has carefully designed the curriculum around this. Key ideas are revisited to deepen knowledge. Pupils explore beliefs, the impact of faith and ask 'big questions'. Units of work are adapted by staff to meet the needs of mixed age classes. Pupils can use prior learning to explore differences and similarities between faiths and worldviews. Appropriate new resources are in place to support the effective delivery of the curriculum. These help pupils see that Christianity is a global and living faith. The way of assessing pupil progress in RE has also been revised recently to increase its effectiveness. The use of visits and visitors, both in person and virtually, are being increased to develop understanding of a range of faiths. Pupils enjoy RE lessons and are proud of their work. In Early Years pupils speak about RE with clear understanding and knowledge. Their excitement and joy is evident with their Harvest pictures and the model church they had made. Pupils' books highlight that they make progress. However, recall of knowledge, in some cases, is limited.

Information

Address	Carlton and Faceby Church of England Voluntary Aided Primary School, Carlton-in-Cleveland, Middlesbrough, Cleveland. TS9 7BB		
Date	19.09.2024	URN	121608
Type of school	Maintained Voluntary Aided	No. of pupils	56
Diocese	Diocese of York		
MAT/Federation	Carlton & Faceby and Bilsdale Church of England Federation		
Headteacher	Matthew Scott		
Chair of Governors	John Ford		
Inspector	Andrew Wheatley		