

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Sand Hutton Church of England VC Primary School | |
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| Address | Sand Hutton, York, YO41 1LB |
| 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 |
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| Love abounds. Our community embraces opportunities to support one another in being 'The Best We Can Be'. Biblical teaching underpins all relationships providing networks which we all use, helping to understand the principle 'practice makes better.' This vision drives the way in which we live, marrying distinctiveness and effectiveness together. |
| Key findings |
| <ul style="list-style-type: none"> • Leaders, including governors are deeply invested in the success of this distinctive Church school. However, systems for evaluating this key aspect of the school lack rigour. • Relationships throughout the school community are respectful and empowering. They arise from the deep understanding and impact of the school's embedded Christian vision. • Spiritual development is carefully, although only recently defined. Therefore, planned opportunities for pupils to experience reflection and wonderment within the curriculum and other activities are underdeveloped. • Collective worship provides key moments in the daily life of the school that are joyful, memorable and distinctly Christian. They are frequently shared with the wider Sand Hutton community. • Religious education (RE) enables pupils to learn about and understand Christianity and a range of religions and worldviews. However, pupils do not always know how to improve their work and opportunities for recording knowledge and understanding in detail are limited. |
| Areas for development |
| <ul style="list-style-type: none"> • Address the rigour of the evaluation of the school's Christian distinctiveness so that all accurately understand the impact of the Christian vision. • Enhance planned opportunities for all to regularly experience moments of awe, wonder and reflection so that spiritual development is encouraged. • Review the guidance pupils receive to improve their work in RE so that pupils can demonstrate their understanding in greater detail and depth. |

Inspection findings

Sand Hutton is a good Church school to which all are proud to belong. Guided by 1 Corinthians 13, the deeply embedded and understood Christian vision permeates and nurtures decisions, choices and activities. It underpins policies and practices. Consequently, Christian love abounds within this close-knit community where each person is encouraged and strives to do their best. Established leaders demonstrate determination, compassion and integrity. This models the values and behaviours that bind this ambitious Christian community so that all are encouraged, aspirational, inquisitive and flourish. Partnerships with the federated 'sister' school and other small schools locally, under the same headteacher

enhance curriculum and sporting opportunities and provision. Links with the diocese and local parish are collaborative and robust ensuring that all appreciate the school's Christian distinctiveness. However, monitoring and evaluation of the school's effectiveness as a Church school lacks the regularity and rigour for continued improvement.

Empowering and encouraging pupils spiritually, socially, emotionally and in their formal academic learning is at the heart of each school day. The Christian vision informs careful decisions by leaders about pupil groupings in this small school where mixed-age classes are necessary. This helps to ensure that all pupils, including the most vulnerable, the most able and those with additional personal and academic needs thrive. The broad, balanced and ambitious curriculum facilitates learning that captures imagination, creativity and talent while engaging and challenging learners. Interesting outdoor spaces motivate pupils to enjoy their social time actively and imaginatively with others or, should they choose, by themselves. Pupils appreciate their environment and reflect maturely upon the care of God's world. Adults have a clear understanding of spiritual development and how to promote opportunities for all to experience moments of awe and wonder. However, this is not yet sufficiently embedded in planned learning and activities to enable all to flourish spiritually.

Sand Hutton is an aspirational community where pupils and adults, including governors, are agents for change. Kindness, humility and Christian love underpin courageous decisions that have life enhancing impact. This includes decisions about school admissions that support those pupils who have additional physical and learning needs. Parents are effusive about the difference that the school's welcome and nurture makes to the wellbeing of the whole family. Pupils knowledgeably help choose the local, national and international charities the school generously supports. Their decisions are shaped by their confident understanding of St Paul's letter to the people of Corinth. They apply their 'Corinthian values' to their decisions. Older pupils are immensely proud of the difference they make through prayer and sponsorship to the life chances of a Nepalese child.

Rich, affirming, mutually respectful relationships between pupils, staff, families, the local parish and the village, energise and support this proactive community. Parents are immensely grateful for the school's pastoral care that extends, when necessary to the whole family. This was especially valued during the pandemic. Staff appreciate that leaders, particularly the approachable headteacher, are concerned to support the mental and physical wellbeing of adults as well as pupils. Pupils are happy in school and attendance is high. They form joyful, supportive friendships. Disagreements are rare. When they occur, pupils almost always have the skills to resolve them independently of adults. This is because they are resilient and have a developed understanding of right and wrong, forgiveness and reconciliation. They relate this to the example of Jesus and the school's vision and values. Corinthian ambassadors, pupils recognised for demonstrating the school's values, are delighted to join the small group of school councillors to contribute to the decision-making processes. They are appreciated by other pupils as role models who demonstrate behaviours



to which others aspire.

Love, respect and dignity are at the heart of the school community. Staff treat pupils, families and each other with care. Deeply embedded, the Christian vision, quietly but tangibly underpins trustful relationships. Consequently, they are harmonious, nourishing and enable all to flourish socially, emotionally and academically. Individuals are recognised as made in God's image and valued as such. The curriculum and school activities promote pupils' appreciation and understanding of diversity of race, religion, ability and culture. Pupils understand how to treat each other and how to recognise inappropriate behaviours and relationships. They know how to stay safe, including online because adults calmly, but firmly, educate them to be so. As a result, pupils are successfully preparing for a fulfilling life in modern Britain.

Collective worship is a cherished focal point of each school day. Carefully planned by the adults, worship promotes and enriches the understanding of the school's Christian vision and values. Prayerfully it reflects the church seasons, celebrates important events and responds to the needs of the school community. Adults, older pupils and local clergy share in leading worship that is inclusive of all. Simple, routines invite participation without obligation. Bible stories, worship songs and prayers offer all the opportunity to learn about and build, without compulsion, a relationship with God. Pupils delight in choosing prayers written by their peers to say at key moments in the school day. Equally, they are proud of their school Corinthian prayer. They value the individualised classroom reflection tables and appreciate how they support personal contemplation and moments of stillness. Visits to the local church for Harvest, Christmas and Easter services enable the school to share its distinctive ethos with families and the wider community. Pupils have a clear understanding of God as Father, Son and Holy Spirit and experience some of the breadth of the Anglican tradition.

RE makes a good, regular contribution to the learning experience of pupils. Using resources from the Understanding Christianity programme and the locally agreed syllabus, the subject leader has developed a broad and balanced subject curriculum. She enables colleagues to teach RE with confidence and expertise. Well taught, it encourages pupils in their understanding of worldviews and world religions, including Christianity. Learning is enriched through visits, visitors and engaging classroom learning. Pupils make age appropriate theological and philosophical observations and, in discussion, confidently use religious vocabulary. However, pupils receive insufficient written guidance to help them improve their work. Opportunities for pupils to record in detail their learning are limited. Therefore, pupils although enjoying their RE lessons, are not always fully challenged to demonstrate the depth and breadth of their knowledge and understanding.



| Information | | | |
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| School | Sand Hutton Church of England VC Primary School | Inspection date | 13 January 2023 |
| URN | 121513 | VC/VA/Academy | Voluntary controlled |
| Diocese/District | York | Pupils on roll | 60 |
| Headteacher | Beverley Pawson | | |
| Chair of Governors | Rebecca Jobling | | |
| Inspector | Fiona Ashton | No. | 860 |