



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

| <b>Middleham Church of England VA Primary School</b>  |  |
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| Address   | Park Lane, Middleham, Leyburn, DL8 4QX |
| School vision   |  |
| <p>Fruitful lives, rooted in love, a place to learn, love and grow.</p> <p>'Blessed is the one who trusts in the Lord, whose confidence is in him. They will be like a tree planted by the water that sends out its roots by the stream. It does not fear when heat comes; its leaves are always green. It has no worries in a year of drought and never fails to bear fruit.' Jeremiah 17:7-8</p>  |  |
| School strengths  |  |
| <ul style="list-style-type: none"> <li>• This is a community rooted in love. All are valued for who they are and everyone has a voice. Consequently, all are able to grow and bear fruit.</li> <li>• Leaders exemplify the enthusiasm of the entire school community for living out its Christian vision. It drives decision making and promotes flourishing at all levels.</li> <li>• Collective worship unites and inspires. It is enriched by meaningful opportunities to explore Christian values.</li> <li>• Rich experiences enable pupils and adults to grow spiritually. These stem from a strong and consistent understanding of spirituality across the school.</li> <li>• The vision's compulsion to bear fruit empowers pupils to engage in projects that bring about meaningful change and challenge injustice.</li> </ul>   |  |
| Areas for development   |  |
| <ul style="list-style-type: none"> <li>• Expand opportunities for pupils to engage in wider British society to develop pupils' understanding of disadvantage and cultural diversity. This is so that pupils are better prepared for life in modern Britain.</li> <li>• Develop the religious education (RE) curriculum and assessment processes so that pupils are secure in their knowledge of different faiths and world views.</li> </ul>  |  |
| Inspection findings   |  |
| <p>Pupils attending Middleham School in early years and Key Stage 1 are educated at the partner school in the federation. The two schools operate as one, have the same vision and view themselves as one family. The Christian vision has been thoughtfully developed so that it encapsulates the school's context and promotes flourishing. Its biblical underpinning is articulated confidently by leaders. They are outward looking and have made effective use of support from the Diocese. They recognise the vision's centrally important role when making both strategic and pastoral decisions. Specific time to reflect on the impact of these decisions is a regular agenda item at governors' meetings. Governors know the school well. They visit regularly for a range of purposes including monitoring and consideration of wellbeing. Consequently, governors ensure that the school's Christian distinctiveness meets the needs of this community.</p> |  |



The Christian vision is the bedrock of the school's curriculum. The curriculum has been designed to provide the optimum conditions in which pupils can learn and grow in a loving environment. Many and varied opportunities for challenge ensure that pupils develop confidence and resilience. This enhances learning and promotes growth. Pupils learn about diversity, for example, during Black History month and a day devoted to music from around the world. However, pupils have little first-hand engagement with difference and diversity in wider British society. Careful consideration is given to the individual learning needs of all pupils, including those with special educational needs and/or disabilities (SEND).

Spirituality is intrinsically woven throughout the curriculum and wider life of the school. Events are carefully planned for and spontaneous opportunities to reflect, explore and appreciate are embraced. There is a shared understanding of what it is to develop spiritually and the value it brings. The beautiful environment in which the school is located provides daily moments to appreciate nature and creation. Planned visits, such as those to Thorpe Perrow Arboretum, are prioritised. They develop a sense of awe and wonder. This visit inspired pupils' poetry about trees in literacy lessons. Christian values, such as trust, are explored as part of learning to develop an understanding of self and relationships with others. Time to reflect is considered as time extremely well spent. Areas throughout school are set aside for quiet reflection. Consequently, all have a profound understanding of who they are, how they relate to others and their role in the world.

Collective worship provides daily spiritual sustenance, which bears fruit. Pupils and adults reflect deeply on Bible stories and incorporate the key learning into their lives. A weekly worship time of 'Open the Book' enables pupils and adults to encounter the acting out of a Bible narrative. This is viewed as the highlight of the week's worship and provides meaningful occasions for learning that lead to action. Reflecting on the Parable of the feeding of the five thousand, pupils declare that no-one need be hungry if we share. They explain how the story is a Christian illustration of compassion. They are rightly proud that this motivated them to provide resources for a local food bank at Harvest time. Parents recognise and appreciate the impact that collective worship has on their children's development and wellbeing. Opportunities for parents to attend pupil led worship are valued as an important way to engage with the life of the school. Worship has a recognisable pattern and rhythm that includes reference to the Christian understanding of God as three in one. Prayer and singing are inclusive and welcoming. Worship reflects the Anglican tradition and festivals throughout the year.

A culture of nurturing love pervades the school community. Pupils know that they are valued, that they are listened to and that their views matter. An informed understanding of respect means that all views are acknowledged and valued. Behaviour policies reflect the vision's compulsion to promote growth and produce good fruit. There is an expectation of excellent behaviour and attitudes. When required, restorative justice provides space to learn from mistakes and grow as individuals. Recognition of exemplary attitudes between pupils encourages them to acknowledge the best in each other. Parents rightly describe the school community as a supportive family. Wellbeing is given high priority. Leaders make sure that professional development and staff workload are considered regularly and acted upon as a result. This enables adults in the school to learn, grow and flourish.

Leaders are wholeheartedly committed to the vision to foster lives that bear fruit. Strong and meaningful connections with members of the local community are mutually beneficial. Fundraising for local causes and beyond features significantly in the life of the school. Pupils are confident that they can make a difference and bring about positive change in the world. They are exuberant in their enthusiasm in working towards the bronze award for the 'Global Neighbours' accreditation. They are appropriately delighted to have raised funding to purchase land which will now be protected from deforestation. Further plans to develop social action projects are shared with excitement and determination.



The RE curriculum has been thoughtfully developed and provides for a range of learning styles. It has been adapted appropriately to meet the specific needs of all pupils. Diocesan training is given high priority and has supported curriculum development and the quality of teaching. As a result, teaching is good. The curriculum meets the requirements regarding an appropriate balance between learning about Christianity and other faiths. It ensures that pupils have time to reflect on their learning and think philosophically about their own beliefs. The RE leader works closely with teachers to ensure that careful monitoring and effective assessment systems further promote high standards. Consequently, pupils make good progress, especially in learning about Christianity. Visitors to school and visits to places of worship enrich learning across a range of religions. However, the curriculum structure does not always adequately enable pupils to remember, in the long term, the specific details of each faith. As a result, some pupils confuse the facts and beliefs of different religions and worldviews. Pupils naturally apply their knowledge of the vision and values within their thinking. When exploring the concept of life after death they eloquently discuss the idea of judgement in Christianity and Hinduism. This was further developed by incorporating the value of love and its influence on judgement.

At its heart, Middleham school is a place where all are nurtured. The embedded Christian vision is central in securing the flourishing of all.

The inspection findings indicate that Middleham School is living up to its foundation as a Church school.

| Information           |                   |                |        |
|-----------------------|-------------------|----------------|--------|
| Inspection date       | 15 November 2023  | URN            | 121614 |
| VC/VA/Academy         | Voluntary aided   | Pupils on roll | 51     |
| Diocese               | Leeds             |                |        |
| MAT/Federation        |                   |                |        |
| Executive Headteacher | Marie Mann        |                |        |
| Chair                 | Samuel Wilmington |                |        |
| Inspector             | Jo Brookes        | No.            | 2110   |