

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Dishforth Church of England VC Primary School

Vision

'Rooted and grounded in love' Ephesians (3:17)

Strengths

- Worship is a special beginning to each day bringing the school together as one. It provides valued moments for adults and pupils to gather, punctuating the day with time to reflect enhancing their spiritual development. Through a welcoming ethos, weekly community worship enriches a sense of togetherness.
- The school's Christian vision ensures that relationships are grounded and rooted in love. After a period of change, the vision unites the school community together so staff, families and pupils feel welcomed, valued and listened to.
- Ambitious school leaders, including governors, are resolute in their drive to ensure that pupils and staff flourish in their development. Rooted in a sense of love for the adults and pupils at Dishforth, wellbeing is a priority for leaders.
- Pupils and adults are known and loved as individuals. Aspirational leaders and staff ensure appropriate support is in place for pupils, including those who have special educational needs and/ or disabilities (SEND). This helps to personalise learning, enabling pupils to flourish.
- Religious education (RE) is enthusiastically and knowledgeably led. The curriculum is well-balanced and is being carefully adapted to ensure it is relevant to the context of the school.

Development Points

- Embed the recently revised RE curriculum. This is to further enhance pupils' knowledge and understanding of a range of worldviews and faiths, including Christianity as a global living faith.
- Enhance the extent to where there is a shared understanding of spirituality and the way this woven throughout the curriculum and worship. This is to extend opportunities for spiritual development and provide a language for adults and pupils to describe the impact of these experiences on their spiritual flourishing.
- Build on the ongoing evolution of the Christian vision and values so it fully encompasses the aspirations of leaders within the context of Dishforth as a Church school.



Inspection Findings

The vision of 'rooted and grounded in love' provides a language which unites this nurturing school. Strong, supportive relationships alongside the warm, welcoming atmosphere permeate the whole school and enrich Dishforth as a Church school. Parents are appreciative of the support they receive and recognise the commitment and dedication of the staff. The school's Christian vision is central to its curriculum. Leaders aspire to continue to expand on the evolution of the Christian vision and values so they fully encompass their aspirations.

The aspirational curriculum has been carefully crafted to ensure that pupils can develop 'the roots to grow and the wings to fly.' Units of work are carefully sequenced, progressive and provide pupils with opportunities to reach their potential. Difference and diversity are celebrated by all. Pupils value the opportunities they are given for memorable experiences which have been prioritised by the school to develop pupil's learning. They talk passionately about art work they had completed around the creation story. Pupils benefit from opportunities for critical and philosophical reflection within the curriculum.

Daily collective worship significantly contributes to the flourishing of the school community. It is an integral part of school life and is valued by all. It provides a calm and meaningful start to each day allowing a time to reflect and grow. It is invitational, where everyone's participation is welcome and encouraged. Prayers, silence and singing are used to allow pupils to engage, reflect and develop spiritually. Pupils are encouraged to ask questions and use partner talk during worship. This creates an atmosphere where all feel able to join in. This includes those who have differing worldviews as well as the youngest pupils and those who have SEND. Families comment on the positive impact that attending weekly celebration worship has and that worship gives them a sense of identity and purpose. Carefully curated reflection spaces are available for personal prayer. These spaces offer pupils the opportunity to develop personal thinking and reflection. Adults routinely use questioning to encourage pupils' deeper thinking. However, opportunities for spiritual flourishing are not always explicitly identified and pupils do not always have the language to express the impact of these experiences.

Ambitious leaders create a highly effective environment where the school community are treated well. Staff and pupils benefit from the way that leaders, including governors, prioritise their wellbeing. Staff are hugely appreciative of the care they are shown and the resolute support they are given. Insightful appreciation of the skills and talents of staff means that they are given the confidence to grow and flourish. Aspiration and professional development is actively encouraged and take up is high. Staff go 'above and beyond' with parents to work together to meet the needs of pupils. As a result, individuals feel known, listened to and understood. Pupils are provided with opportunities for regular 'check ins' at the start of each day. They speak passionately about how this helps them to feel cared for. Parents rightly acknowledge the care and opportunities provided, enabling them to thrive. Pupils who have SEND are supported closely through effective individual support plans. Consequently, this enhances the way learning is adapted to support them providing opportunities for them to thrive. Leaders are relentless in their pursuit to secure the correct support for the pupils. Staff pride themselves in knowing each pupil individually and ensuring that their needs are met.

As a result of the Christian values of trust, compassion, respect and perseverance, relationships are warm and loving throughout school. Pupils and staff are mutually respectful. A restorative approach living out the values and Christian vision enables pupils to recognise mistakes, encourage forgiveness and start afresh. Positive behaviour is strikingly evident. Parents speak highly of the nurturing staff and compassionate support offered. Pupil voice is fostered through an active school council that make a difference to others. The inclusive nature of the Christian vision ensures that relationships are fostered and built on love. Pupils value and care for their local community and actively work to ensure it is a better place for all to live in. Pupils enthusiastically engage in



opportunities for social action. They recognise and discuss local and worldwide problems through the Archbishop of York's Young leaders' Award. This is inspired by the vision and pupils' eagerness to demonstrate love within their school and the community. Sharing poems with care home residents is a good example of this. The impact of the vision directly enriches lives within and beyond the school. Some pupils believe that listening to Jesus gives them a strong foundation for their lives. Leadership roles such as school council provide opportunities to put ideas into action. Leaders are keen to embed this work even further to ensure pupils become independent, courageous campaigners for social justice and change.

Effectively supported by the local diocese, the school has developed a balanced, relevant and coherent RE curriculum. Staff have enthusiastically adopted this. A question-based approach to learning leads to enthusiastic engagement in RE teaching with ambitious expectations and outcomes. These enquiries encourage curiosity and demand a range of responses. Pupils books capture the variety of drama, craft and art activities pupils use to express themselves. The RE curriculum provides a breadth of creative opportunities to enrich pupils' learning. Regularly monitored by leaders, RE books demonstrate thoughtfulness and evidence of achievement. Pupils are motivated and talk proudly about their work. As a result, pupils, including the most vulnerable and those who have SEND, flourish in RE. The recently revised RE curriculum includes a more balanced range of worldviews and faiths. However, the impact of this is not yet clear. Pupils' understanding of Christianity as a global living faith is developing but is not yet secure.

Information

Address	Dishforth Church of England Primary School Grange Close Dishforth Thirsk YO7 3LN		
Date	01/10/2024	URN	121487
Type of school	Voluntary Controlled	No. of pupils	89 plus 10 nursery children
Diocese	York Diocese		
Headteacher	Katey Lacey		
Chair of Governors	Kirstie Lowe Jenny Crabtree		
Inspector	Steve Whelerton		