

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Follifoot Church of England VC Primary School	
Address	Main Street, Follifoot, Harrogate, HG3 1DU
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>At our school we Love, Learn and Thrive. We build positive relationships, value uniqueness and inspire a lifelong love of learning. We develop children socially, emotionally, physically and spiritually, help them to become the best versions of themselves and prepare them for their futures in a diverse world.</p> <p>As I have loved you, so you must love one another. John 13.34 NIV</p>
Key findings
<ul style="list-style-type: none"> • The Christian vision shapes the warm, caring school community where all are valued. Pupils confidently articulate the contribution the vision makes to their lives and thinking. • Follifoot has an established culture of inclusivity, good behaviour and supportive relationships which engender dignity and respect for all. Opportunities for pupils' positive contributions and engagement in social action projects to enhance their advocacy for change are limited. • Reflecting the school's Christian vision, learning is engaging and ambitious. However opportunities for spiritual development are not always planned for. • Inclusive and invitational collective worship unites the school community and reinforces understanding of the vision and values. Whilst governance is committed and very supportive, it lacks regular opportunities for monitoring Religious Education (RE) and collective worship. • The effective leadership of RE has encouraged pupils who enjoy exploring the subject. They are knowledgeable about Christianity and a range of religious and world faiths, enabling them to 'love, learn and thrive'.
Areas for development
<ul style="list-style-type: none"> • Enhance planned opportunities for spiritual development across all subjects to enable pupils to flourish. • Provide pupils with opportunities for courageous advocacy to enable them to be agents of change who challenge injustice for the common good. • Embed formal systems for monitoring by governors to help drive continuous improvements in worship and RE.

Inspection findings

The school's distinctively Christian vision is effectively lived out across the setting. It is evident in all of the daily interactions within and beyond the school community, enabling all to flourish. Leaders have worked hard to drive improvements through the lens of the vision. This has influenced the manner in which decisions are made and has fostered effective collaboration. Leaders talk about the vision influencing the work in school. They have high aspirations for their pupils. As a result, priority is given to continuous professional development for all. In this way, staff know they are highly valued both as individuals and collectively. They talk of being part of a team where skills are recognised and all are supported. The cohesive vision extends beyond the setting, cultivating strong, nurturing and affirming partnerships between the school and its families. Parents appreciate the welcoming and listening approach, focusing on working together for the good of the pupils. Equally, partnerships with the diocese and local church are highly effective and supportive. This is evident through engaging in training and supporting the school's development as a church school.

The school nurtures all pupils so that they flourish. Leaders prioritise the support of staff, who in turn enable the most vulnerable to thrive. They successfully engage with all families, effectively utilising specialist external agencies. Provision for pupils with special education needs and disabilities (SEND) reflects the uniqueness of all, in line with the vision. Staff listen to parents, act quickly to resolve difficulties and treat pupils as individuals. Parents champion the school's support, such as providing opportunities and resources for learning at home. Pupils are fully empowered to succeed in a community which affords dignity and respect for everyone. They are aspirational about their hopes and can talk about how the vision and values influence these. This is demonstrated in their choices of future careers.

The school offers learning experiences as an innovative expression of its Christian vision, enabling all to 'love, learn and thrive'. Pupils' individual interests and enthusiasms are valued and celebrated. Staff take on new initiatives to improve learning, such as adapting RE lessons inline with the latest theological developments. Continuous refinement of planning meets each pupil's needs, although opportunities for spiritual development are not robustly catered for. Teaching strategies are motivating and enable learning to be made explicit. Consequently, pupils recognise the progress they make and are enthusiastic about their learning. These opportunities are enriched by visits and visitors. The school encourages and challenges all to think deeply by asking 'big questions'. Pupils support charities, such as the food bank and Christian Aid and talk about wanting to 'help people like Jesus did'. However, opportunities for pupils to determine which charities are supported are limited, as are their chances to be agents of change.

Observations of pupils demonstrate that they behave well both within and outside classrooms. When disputes arise, restorative practice supports reconciliation. They report that the vision inspires them to be kind and respectful. This is reflected in the school's behaviour policy which helps pupils 'to be the best versions of themselves'. Planned opportunities provide them with the skills to disagree well. They articulate a culture of listening to each other and valuing differing views. Parents and staff who are new to school report that they quickly feel part of the community. All members are accepted and included. Leaders draw on opportunities to encourage everyone to talk about their own experiences to enhance the learning of others. This was demonstrated when the school embraced families from Ukraine into their community.

Collective worship is invitational, inclusive and inspirational, providing opportunities for spiritual growth for all in attendance. It is central to daily life uniting the whole school in line

with their vision. Worship themes root the school's Christian values in biblical stories and the Christian calendar. It allows the opportunity for pupils to reflect and to respond to national and international issues. Anglican practice is embedded by formal greetings and responses, including the Lord's Prayer. Staff and pupils say that worship makes them think about their own actions such as challenging themselves to do better. They also report that this time together gives them a sense of calm. The worship Team are supported by members of the church to lead acts of worship. Links with the church are strong. Members actively support the school, such as the regular visits from the Open the Book team. The church is visited for significant festivals where the opportunity to gather as a wider community is embraced. Class based reflective spaces and times of stillness and prayer further promote opportunities for spiritual development. This also happens through the regular use of 'big questions' to promote discussions and share ideas. Pupils talk of using prayer regularly in their own lives and its importance.

Pupils clearly enjoy RE, resulting in good levels of engagement with the subject. It is well led by senior leaders and follows the local and national requirements. The long term plan was reviewed to ensure continuous progression in learning and skills. RE effectively provides opportunities to learn about a variety of faiths and worldviews. Pupils enjoy sharing their views in these lessons, recognising it as a safe space to respectfully disagree. Learning is enriched by visits including churches and mosques. This fosters developing pupil appreciation and knowledge of the diversity of life and religion in modern Britain. However, governors do not yet have regular, robust systems established for monitoring RE and collective worship.

The distinctively Christian vision and supporting values underpin everything the school does. As a result, pupils and adults at Follifoot school are supported to flourish as unique children of God.

Information			
School	Follifoot Church of England VC Primary School	Inspection date	25 May 2023
URN	121560	VC/VA/Academy	Voluntary controlled
Diocese/District	Leeds	Pupils on roll	56
Headteacher	Rebecca Holland		
Chair of Governors	David Harrington		
Inspector	Joanna Dobbs	No.	2136