

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Flamborough Church of England VC Primary School	
Address	Carter Lane, Flamborough, Bridlington, YO15 1LW
School vision	
<p>‘Growing with God and Striving for Excellence’</p> <p>We aspire to keep community at the heart of Flamborough C of E (VC) Primary School, where every member knows that they belong to our family. God enables us to grow together in love and learning. We develop resilience to face all challenges, striving for academic excellence through a respect for learning. Guided by our faith, we develop responsibility to ourselves, others and the world.</p> <p>Our vision is founded on (Matthew 13: 1-23) the parable of the sower; having a strong faith in God and remaining dedicated to a Christian life allows us to flourish and grow.</p>	
School strengths	
<ul style="list-style-type: none"> • Rooted in the parable of the sower, the language of the vision is accessible to all and underpins the work of the school. It enables adults and pupils to grow and flourish together through the way it is lived out in nurturing relationships. • School leaders determinedly create a culture where pupils and adults are treated well. Pupils and adults are proud to be part of the school welcoming community. Pupils are valued, cared for and known well. The school's vision maintains a key focus of good mental health and wellbeing. As a result, bespoke provision seeks to provide support for pupils and adults. • Through the development of a curriculum, tailored to the needs of its community, the school develops its pupils well. Pupils have opportunities to grow and strive for excellence, developing emotionally and academically. • Collective worship is at the heart of the school. It is inclusive, welcoming and inspires adults and pupils to reflect on their own beliefs and actions and spiritually flourish. Strong links with the local church, clergy and congregations contribute to this rich worship provision. • The high profile of religious education (RE) ensures that it is carefully planned and offers an engaging curriculum. Pupils are enthusiastic about their learning and articulate its importance to them. 	
Areas for development	
<ul style="list-style-type: none"> • Further extend the whole school approach for spiritual development within the curriculum. This is to enrich opportunities for pupils and adults to flourish spiritually. • Expand opportunities for pupils to think deeply about injustice and global inequality, by engaging them in social action within and beyond their locality. This is to enable them to become agents of social change. 	
Inspection findings	
<p>Flamborough is a happy school, where everyone is nurtured and well known. Rooted in the parable</p>	

of the sower, the school vision permeates all aspects of this school community. The accessible language ensures that it is well known, understood and lived.

Leaders, staff and governors have worked diligently to embed this vision that is woven through all areas of school life. As a result, the vision has enabled the team to grow together. Pupils are confident at expressing how it is relevant to them. They proudly say, ‘that it helps everyone to grow.’ Pupils value the associated values of responsibility, respect and resilience. Consequently, these values help them to be the best version of themselves. Governors and leaders are highly invested in creating a culture where pupils and adults have the opportunity to flourish. Governors know the school well and effectively monitor the school’s effectiveness as a church school. Strong and effective partnership with the local diocese provides valued support and training.

Driven by the vision, the curriculum creates ambition. Spurred by the desire to ensure that all pupils strive for excellence, leaders are proactive in meeting the diverse needs of all. The curriculum focuses upon the school’s unique locality and its heritage. Consequently, pupils speak positively about their engagement with their community. Effective opportunities include engaging in sword dancing and working with the lifeboat station. The curriculum is complemented by a wealth of enrichment experiences that extend opportunities offered to pupils. As a result, pupils’ self-confidence, wellbeing, and love of learning flourishes. The carefully selected variety of after school clubs, such as table tennis, develop skills and confidence and resilience. The school has developed its approach and a whole school shared understanding of spirituality. Pupils and adults share the language of ‘looking in, out and up’ to consider moments of wonder and deep questions coming from these. However, rich and relevant experiences across the curriculum, to extend pupils’ spiritual development have not been developed. As a result, opportunities for pupils and adults to flourish spiritually, are limited.

Engaging, inclusive worship assists all present to come together as a school family. Pupils are inspired by worship and look forward to the daily gathering. Worship is a clear expression of the Christian vision, deepening the spiritual development of participants, who are enabled to flourish and ‘Grow with God’. Pupil worship leaders are actively involved in the planning and leading of worship. Consequently, they feel empowered in their contribution. Strong partnerships with St. Oswald’s and the Methodist church benefit all. Pupils have a strong knowledge of Bible stories which reflects the inspiring and memorable worship provided by the church community. They can explain the meaning of stories they have heard and how they relate to their everyday lives. Clergy and pupil led services and visits to the local churches are deeply valued by pupils and their families. These services support the pupils’ understanding of Christian festivals. Time given for reflection, and to be still during worship, deepens the spiritual flourishing of pupils and staff. They describe how these meaningful moments of calm enrich their own spirituality.

Leaders create an inclusive atmosphere where pupils, including those new to Flamborough, are supported and nurtured. A vibrant and respectful environment is evident throughout the school. The strong, caring relationships that exist between pupils and adults are central to this. Individuals treat each other with respect and dignity and consequently they feel appreciated and cared for. Pupils are well-behaved and polite. They demonstrate values of resilience, friendship, and empathy and therefore feel safe, included and valued. The Christian vision empowers leaders to prioritise the mental health and wellbeing of all. Pupils and parents benefit from the school’s partnership with external agencies. This work has supported pupils with friendship, anxiety and transition. Leaders look after staff wellbeing and workload with compassion. This enables them to create a nurturing and loving environment. One Governor described how, ‘school gives everyone a big hug’. Care and support is lovingly provided to pupils and staff during difficult times. Networking and training opportunities enable staff, including leaders, to flourish professionally. As a result, adults are knowledgeable and committed to ensuring all pupils can strive for excellence and reach their

potential. Flamborough is a hub for the community. Families and the wider community appreciate being welcomed to joint events such as playground proms and the flowerpot festival. These strong relationships ensure that the Christian vision continues to be a living reality for all.

Having respect for themselves and others is embedded, and this, inspires pupils and adults to help those in need. This results in the support of local and national charities. Representation on the school council, enables pupils to have a voice and become confident leaders. Leaders provide important opportunities for pupils to enhance the lives of others in the local community, including delivering harvest donations to the elderly. Pupils are beginning to become agents of change. Effective links with a school in Kenya, enables pupils to feel empowered to seize chances to work for the good of others. The pupil group, 'Little Sprouts' have proudly grown plants to raise funds to support their Kenyan peers. Their willingness to do this is indicative of the culture in the school. Pupils develop their knowledge of world issues within weekly 'Picture News' worship sessions. Consequently, pupils are beginning to understand how they can make a difference in their community and further afield. Opportunities for pupils to challenge injustice locally and globally are limited.

Driven by the vision, RE has a high priority in school. Effective, experienced subject leadership ensures that RE is planned sequentially and effectively using the agreed syllabus. The challenging curriculum has a systematic, enquiry-based approach, which is relevant and engaging. Pupils are curious in their learning and challenging big questions are explored through thought-provoking activities. Learners are able to acquire knowledge about Christianity as a living and diverse faith through the school's approach to Christianity as a global faith. Pupils are passionate about their RE learning. They rightly say, 'We learn about different religions, so we respect each other and don't upset people.' Consequently, RE provides a safe space for pupils to explore differences. Visits that include the local churches enhance pupils understanding. The school benefits from good relationships with the diocese, accessing relevant training that ensures staff have current knowledge of developments in RE. Consequently, teachers are well equipped and lessons are well resourced.

The inspection findings indicate that Flamborough Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	25 June 2024	URN	117976
VC/VA/Academy	Voluntary controlled	Pupils on roll	96
Diocese	York		
MAT/Federation			
Headteacher	Debbie Organ		
Chair	Tammy Leppington-Smith		
Inspector	Kirsty Harrison-Brown	No.	2228