



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Burley St Matthias church of England Voluntary Controlled Primary School

Burley Road
Burley
Leeds LS4 2HY

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: West Yorkshire and the Dales

Local authority: Leeds

Dates of inspection: 10 December 2015

Date of last inspection: 18 November 2010

School's unique reference number: 108001

Headteacher: Kate Cameron / Debra Dettmar

Inspector's name and number: Geraldine Cooper 696

School context

Burley St Matthias CE VC school serves a very diverse community close to the centre of Leeds. The number on roll is currently 208. The school experiences high mobility rates with a turnover of 40%. The school serves a very mixed socio economic community which includes professional families and families with a high level of deprivation. There is significantly higher than average access to free school meals. Pupils come from a wide range of religious and ethnic backgrounds and a high proportion of pupils are new to English. The proportion of children with special educational needs is also above average. Since the last inspection the school has appointed a new co-headteacher. The incumbent is now semi-retired.

The distinctiveness and effectiveness of Burley St Matthias as a Church of England school are good.

- The school is an inclusive Christian family which embraces all who come into it.
- The consistent Christian ethos which is clearly shared and understood by all members of the school community.
- Dedicated and informed leadership and governance with a clear understanding of what it means to be a Church of England school combined with a focus on meeting the needs of each child.
- Rigorous assessment and analysis which ensures that all children make the maximum progress that they are able.
- The effective relationship between Church and school which ensures strong pastoral support for all members of the school community.

Areas to improve

- Ensure that strategic planning of professional development to prepare staff for leadership in a Church school.
- Develop the school environment to provide consistency in the spaces for spiritual reflection.
- Ensure that RE lesson planning clearly links learning outcomes to the new agreed syllabus for RE

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The school describes itself as the Burley St Matthias family and this is evident in the warmth of the relationships between all members of the school community. Parents of diverse religious backgrounds uniformly assert that the school's Christian ethos underpins the fact that everyone 'goes the extra mile' to support learners and their families. The compassionate and vigilant support that the school offers has led to improved attendance and greater engagement, particularly of vulnerable children, with a subsequently positive impact on achievement. Significant improvement has been made in attainment since the school's Ofsted inspection. All stakeholders ascribe learners' positive attitudes to learning to the prominence of the school's Christian ethos. Given low starting points learners make progress in line with national expectations. Interventions are carefully targeted and monitored with specialist provision for pupils new to English. Externally moderated teacher assessment and scrupulous analysis ensures that all pupils make the maximum progress that they are able. The majority of vulnerable groups make progress in line with, or above, their peers. Learners have been directly involved in the development of the school's Christian identity and values and have a thorough understanding of how they represent the person and teachings of Christ. These are enhanced by a weekly, Biblically based, ethos statement. These are reflected across the curriculum and also in the school's restorative justice policy. Parents and learners comment on the effectiveness in the way that differences are resolved with a sense of repentance and forgiveness. All members of the school community recognise the impact of the school's emphasis on spiritual, moral, social and cultural (SMSC) development on learners. SMSC development is seamlessly interwoven through a broad and balanced curriculum which has developed learners' capacity to share ideas clearly, confidently and with compassion. RE is taught by an enthusiastic and dedicated HLTA who ensures that all pupils have access to a dynamic and stimulating RE curriculum which promotes enquiry and discussion. Pupils are thoroughly engaged in RE lessons. They consider that learning about different faiths is important to their understanding of how to get on well with all the people in their school community and beyond. Pupil progress would be more effectively measured if clearer links were made between lesson objectives and the learning outcomes of the new RE agreed syllabus.

The impact of collective worship on the school community is good.

Effectively planned collective worship has enabled pupils of all faiths to develop a knowledge of Jesus as central to Christian faith. The weekly ethos statement uses stories and teachings from the Bible to develop their appreciation of the school values and how they relate to their own lives. Learners are able to describe how they feel that God is with them and helps them to cope with the challenges that they face. They talk readily about Christian belief about God and Jesus. They have the opportunity to experience collective worship led by visitors from a range of Christian traditions which has enabled them to develop an insight into diversity within Christianity. Skype links to Nigeria have also developed learners a knowledge of Christianity as a world faith. Joint Muslim and Christian leadership of collective worship has led to the development of mutual respect and understanding between learners which they consider to be 'a good example to the rest of the world'. Prayers and songs are used with care and all learners of whatever faith, actively participate in worship. The school has a clear appreciation of the elements of worship which is shared with all worship leaders. This ensures consistency in collective worship and provides a secure structure for learners to lead worship. Evaluation is carried out on a regular basis and has resulted in greater involvement of learners. In response to consultation a worship team has been established to support and lead collective worship. Learners are able to share SMSC aspects of the curriculum through collective worship which adds to the already high levels of engagement. Through collective worship learners have an experience of the meaning of prayer and the way that this supports them through 'difficult times'. Learners are offered opportunity for reflection throughout the school day as a means of enhancing their learning as well as providing an opportunity for spiritual engagement. However,

there is inconsistency in the provision of stimulus for reflection across the classrooms. All members of the school community have the opportunity to submit prayer requests to the weekly prayer group which is led by Church members. This has deepened the relationship between church and school and allowed for the development of a greater degree of pastoral support for staff, pupils and their families.

The effectiveness of the leadership and management of the school as a church school is outstanding.

The co-headteachers have a very clear and shared understanding of how the school's distinctiveness as a Church of England school should be defined and developed. They share a sense of Christian service to their school community which is evident in their determination to provide the best for their pupils. This has led to the improvement in standards of attainment for all learners, particularly the most vulnerable. Their co-leadership has encouraged teachers to develop a creative curriculum which offers learners a wide range of opportunities and experiences. These promote academic and SMSC development and learners are engaged and confident in articulating their ideas. Systematic self-evaluation of the school as a church school is a feature of the school development plan and falls under the remit of a number of named staff. This ensures that all members of staff have a shared understanding of the significance of the school's Christian ethos and its impact on learners' academic and SMSC development. All stakeholders are regularly consulted about the school's effectiveness and there is a strong commitment to the inclusion and support of all learners and their families. The foundation governors have a very sound knowledge and understanding of their role and are actively involved in the school's self-evaluation processes. The dedicated and knowledgeable governing body has a deep commitment to the school's distinctiveness as a church school and consistently act as critical friends. Foundation governors are regular visitors in the school and provide a valuable link between church and school which is enhanced through the involvement of the semi-retired incumbent and his wife. Church members take an active interest in the school and children of all faith backgrounds feel comfortable and confident in accessing the church as a learning resource and for seasonal acts of worship. School leaders consistently apply the school's Christian vision and values to all aspects of school life. This has a positive impact on the work life balance of all members of staff who feel valued and supported. The Christian ethos of the school is evident in the consistently compassionate understanding of families and the provision of multi-agency support, including the pastoral support of the Church community. This high level of care encourages improved attendance and engagement particularly with potentially hard to reach families. The school is recognised as providing a bridge between the community, the local Church and the wider Christian community in Leeds. Further, interfaith, links are also made so that all learners feel included in the spiritual family of the school. All governors and staff have regular opportunities to develop their knowledge and understanding of the criteria for effective church schools. Diocesan training is cascaded to staff who are able to articulate a clear and shared understanding of their church school ethos. The school has ensured a consistent approach to the teaching of RE. Key stage leaders are active in the support of the HLTA who delivers RE across the school. They ensure that she is supported in delivering an RE curriculum which is age appropriate and complements the school's Christian ethos and values. The co-headteachers offer strategic leadership for both RE and collective worship. There are clear systems for the monitoring and evaluation of RE and collective worship which feed into the school development plan and ensure effective provision.

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