



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cawood Church of England Voluntary Aided Primary School

Address Broad Lane, Cawood, SELBY, YO8 3SQ

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**

The effectiveness of religious education (RE) **Excellent**

School’s vision

Stepping Forward Together
Our distinctive Christian values of Perseverance, Friendship, Thankfulness and Wisdom (PFTW) drive our ambition, that every member of our community will flourish and fulfil their potential as a child of God.
John Chapter 10, verse 10
... I have come that they may have life and have it to the full.

Key findings

- Cawood Church of England Primary School is exceptionally well led with integrity and compassion by the headteacher. Assisted by committed and caring governors and colleagues he ensures that the reviewed Christian vision impacts positively upon the curriculum and wider provision. As a result, all adults and pupils are empowered to be aspirational, fulfil their potential and flourish.
- There is a deep and nourishing understanding of spirituality and mental wellbeing that permeates the school community and allows all to reflect. This is providing excellent support for all in the post COVID pandemic climate.
- Relationships are a palpable strength of this deeply Christian, happy and forward-looking community. Leaders, including pupil leaders, understand the importance of advocacy and make courageous decisions. There is a mature appreciation of stewardship for God’s people and planet.
- Collective worship is meticulously planned and carefully evaluated. It is invitational and inclusive. It reflects the liturgical calendar and provides opportunities for worship in different groups and places including worship in the parish church. However, not all stakeholders can contribute to planning and leading worship and there is scope for more formal evaluation of the impact of worship.
- Excellent leadership of religious education (RE) is promoting an exciting, challenging and engaging curriculum that enables all pupils to flourish academically and spiritually and therefore to make very good progress.

Areas for development

- Re-establish and further develop robust systems for evaluating the school's distinctiveness and effectiveness as a church school in order to embed a more structured approach.
- Seek opportunities for more adults and pupils to participate in planning, leading and evaluating collective worship to develop capacity and impact.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Cawood Church of England Primary School is a good church school. At its heart is its Christian vision. Carefully and collaboratively developed, it ensures that both adults and pupils step forward together and are encouraged to have life to the full (John 10:10). The biblically understood values of perseverance, friendship, thankfulness and wisdom are embedded and shine through every activity and decision. This empowers adults and pupils to be ambitious, fulfil their potential and flourish. The headteacher leads with humility, compassion, wisdom and integrity. Ably assisted by dedicated and loyal governors, he ensures that the spiritual growth and academic, social, moral and mental wellbeing of all are nourished. Consequently, Cawood is a happy, respectful and prayerful community of resilient pupils and adults. It is at the heart of the parish and extended community with which it enjoys superb links. It shares in the rich heritage of the locality and proudly incorporates it into the curriculum and wider provision. For example, pupils are proud to be Guardians of The Garth. There is scope for leaders at all levels to capture more formally the immense impact of the school's distinctive Christian vision.

Designed to enable adults as educators, and pupils as learners to flourish, the curriculum and wider provision is rich and ambitious. The school's unique, biblically underpinned and embedded 'Five ways to flourish' approach enables pupils to understand and connect their learning with other activities. During periods of remote learning, the deftly and successfully reorganised curriculum, promoted continuing academic progress, supported mental wellbeing and encouraged creativity. Parents and pupils appreciated the sensitivity of the arrangements and the resulting positive mindset they promoted. The school's approach of 'keep up' rather than 'catch up' emanates from the certainty that everyone is a child of God and deserving of the best. It ensures that each pupil maintains their learning progress by supporting the most vulnerable and challenging even the most able. Focusing upon spiritual development within all learning is providing individuals with moments of quiet reflection and opportunities for awe and wonder. This is particularly evident in the imaginative, annual wellbeing week which extends pupils' experiences while enabling adults to further develop provision.

Character and moral development are impressive. They make everyone hopeful for the future and able to make moral, ethical and courageous decisions with certainty. Including all pupils in the all-age leadership groups highlights the care, opportunity and encouragement that is given to each pupil. Choosing which leadership pathway to follow promotes independence and choice. It enables pupils to pursue their interests including in the environment, sport, IT, charity and worship while developing new skills and partnerships. It further strengthens the relationships that are remarkable throughout the school for their positivity and joy. Similarly, the Archbishop of York Young Leaders Award gives older pupils recognition for their impressive contributions to the local community. Adults nourish pupils so that they can confidently and accurately recognise personal and environmental need and respond with determination. The school provides excellent support for a range of democratically chosen charities locally, nationally and internationally. Support for others is given because they are recognised as equally important in the eyes of God and deserving of respect and justice.

Deeply respectful and affirming relationships are the bedrock of this close knit, welcoming community where the teaching and example of Jesus shine. The Christian values of friendship and thankfulness are apparent everywhere.

Adults feel valued and affirmed. They are proud of their school. Their wisdom, perseverance and love ensure that Cawood is a place of safety, learning, challenge and enjoyment for all. Pastoral care, especially important during periods of remote learning, is a strength of the school. It is a powerful demonstration of the school's vision making an impact upon daily routines. The curriculum is enriching and includes residential visits, visitors to school and partnerships such as the Global Neighbours Project with the British Council. This ensures pupils understand diversity of race, culture, opinions and beliefs. Pupils express this as the uniqueness of each of God's children. Pupils are knowledgeable about bullying and the dangers of social media because adults teach them how to recognise and respond to issues and how to be safe. Attendance is very good because pupils look forward to the challenge and creativity of each day. They appreciate that disagreements may occur but understand how to resolve them. There is a rich appreciation of forgiveness and reconciliation. The need for which is understood in school, family and broader contexts.

Collective worship is important to this prayerful and spiritual community. It is one of the heartbeats of the school. It is varied and provides a key moment in each day. It enables all to enjoy and reflect upon the key Christian feasts both in school and in church. Pupils regard the Peace Garden, worship and reflection tables as equally important to their individual and collective expression of their relationship with God. Worship is invitational and inclusive of all. Tuesday Newsday and Flourishing Friday worships inspire all to acknowledge the wider world as well as personal achievements. Parents, staff, and pupils speak of its importance in holding the community together through the most challenging periods of the pandemic. Worship is meticulously planned. Leaders have adapted it during and since the school lockdowns so that it is a constant source of joy and comfort. Members of the Respect pupil leadership group enjoy their involvement in ensuring that worship is meaningful and reflects the breadth of the Anglican traditions. However, there is scope for more adults and pupils to be involved in preparing, leading, and evaluating worship.

RE is at the heart of the school's curriculum and wider provision. Excellent planning, and thoughtful and challenging teaching, results in enjoyment and learning that is exceptional. Using an enquiry approach and underpinned by the school's five ways to flourish, RE is transformational. It opens pupils' minds and encourages them to think deeply. Awe and wonder are encouraged through an exciting programme of RE themed weeks. They enable pupils to see the wider impact of their learning from and about religions and promote their courageous advocacy and cultural awareness. Pupils have an excellent knowledge of Christianity and appreciate it as the living faith that they experience daily and to which they apply their understanding. The sensitive approach to teaching about a range of religions and worldviews enhances pupils' appreciation of freedom and diversity.



The effectiveness of RE is Excellent

As a consequence of the carefully planned, balanced and sequential curriculum, teaching and learning in RE are excellent. Pupils throughout the school are captivated by consistently challenging and engaging lessons. They retain their learning and use religious terms accurately and with confidence. Assessment is rigorous, and meaningful. Consequently, pupils know what they need to do to improve and make excellent progress.

Contextual information about the school

Date of inspection	23 March 2022	URN	121625
Date of previous inspection	24 February 2015		
School status	Voluntary aided primary school	NOR	155
Name of MAT/Federation	n/a		
Diocese	York		
Headteacher	Nicholas Payling		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is below national averages.		

Additional significant information (if needed)	The proportion of pupils who have special educational needs and/or disabilities is below national averages.		
	Inspector's name	Fiona Ashton	No.