

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Tockwith Church of England Primary Academy

#### Vision

‘Live life in all its fullness.’ (John 10:10)

To inspire everyone to reach their individual potential and, through our Christian values, prepare them for the future.

#### Strengths

- The deeply embedded Christian vision inspires dedicated leaders to expect the best from the school community. Pupils and adults flourish as a result.
- The enriching curriculum develops the whole child. It establishes the foundation pupils need to become well-rounded individuals. Pupils experience a ‘life in all its fullness’ through the exhilarating range of inspiring curriculum opportunities provided.
- Support for mental health and wellbeing is strong. Pastoral care at Tockwith ensures this. Staff are devoted and kind, valuing children and one another as they seek to ensure children grow and thrive.
- The effective Christian vision at the heart of the school, promotes exemplary relationships within the Tockwith community. This results in a harmonious and happy school.
- Collective worship is a joyful part of the school day, highly appreciated by children and staff. It offers meaningful moments of reflection which enhance spiritual growth.

#### Development Points

- Enrich and enhance pupils’ knowledge and understanding of a range of religions and worldviews. This is to help them appreciate diversity.
- Extend opportunities for pupils to explore questions of justice and responsibility. This is to enable them to expand a sense of responsibility towards others.



## Inspection Findings

Strong leaders, including governors, have created a Christian culture with the vision at its core. Leaders provide staff and pupils an abundance of opportunities to 'live life in all its fullness.' This means that they are encouraged to be the best version of themselves. Pupils understand the importance of the Christian vision. Pupils value the significance of taking chances, fulfilling dreams and trying their best because they acknowledge the vision. Christian values including perseverance, creativity and friendship support the vision. They were chosen by children and adults. As a result, the school community is fully invested in working towards them. Staff rightly welcome the close relationship within the Ebor Academy Trust (EAT). They appreciate networking opportunities with other schools to share good practice. This has allowed staff to develop expertise in accordance with the Christian vision. Staff appreciate training. It gives them the tools to achieve their best. Leaders, including the trustees and governors complete formal monitoring of the impact of the vision. This drives improvements within Church school education as leaders identify improvement priorities and address them.

Pupils flourish within the curriculum, including those who have special educational needs and disabilities (SEND). Leaders create an inspiring and enriching curriculum. They provide exciting experiences such as residential visits to Barnard Castle, the Lake District and visits to London. Pupils are enthusiastic about learning. Visits help the children to retain information and bring learning to life. Parents rightly applaud the flourishing of their children. The Christian culture contributes strongly to the happiness and confidence of children. Inspired by the vision, the construction of the forest school has enriched the curriculum. This space has created a learning environment within nature to explore the natural world. Pupils use their senses to connect to the world God created, such as listening to birds. Pupils enjoy the mud kitchen, building dens and circle time which enriches spiritual development. This facilitates a sense of awe and wonder and a connection with nature. Curriculum subjects incorporate moments of spirituality within lessons. Leaders have introduced an effective spirituality model. For this reason, pupils reflect on themselves, the world, others and consider future actions. The spirituality pod is important to pupils. It is a quiet area where they can consider God, reflect and feel calmer. This enables pupils to regulate themselves when feeling overwhelmed.

Worship is meaningful, shaped by the vision. Staff embrace worship as a time for contemplation where they can reflect on key messages within their own lives, regardless of faith. Pupils enjoy interactive Bible stories. Pupils remember parables because they are relevant. Pupils value prayer and the quiet time to thank God for the beautiful world we live in. Worship encourages pupils and adults to live out the vision and it provides a range of elements such as music, reflection, discussion and questions. The variety of experiences enable pupils and adults to consider aspects of their own beliefs and how they might think or behave differently. The partnership between the school and The Church of the Epiphany Tockwith is strong. Pupils attend regular church services. As a consequence, this has increased their understanding of key Christian festivals such as Harvest.

Love and kindness are at the heart of relationships in the school community. Nurture and support is strong. Pupil wellbeing questionnaires completed, twice a year, identify children in need of support. Class teachers and pastoral staff hold check-ins with vulnerable individuals. This encourages pupils to be the best they can be. Termly staff questionnaires provide leaders with knowledge of the wellbeing of staff. This enables leaders to empower staff with some of the tools to reach their full potential and ambitions. Pupils cherish having an adult to talk to during difficult times. They value the pastoral den. Having a private place to calm down and discuss problems supports



positive mental health. The strong close-knit staff team provide excellent care and support to the school community. This creates a friendly and happy school enabling all to live well together.

Pupils take active roles in the school community. Differing pupil groups offer pupils opportunities to take responsibility, such as the school council, eco warriors and aspire group. Pupils decide on changes they would like to make within the local community. Local visits enable pupils to make meaningful changes to causes important to the school. The Christian vision inspires pupils to become advocates within the local community. Pupils strive to help the community to share in a 'life of fullness' and live well together. Pupils understand some issues that stop flourishing within their community. Through litter picking within the school grounds and village, pupils improve the local environment. However, pupils have less understanding of justice and responsibility beyond Tockwith. This means that pupils are not able to consider ethical questions about the wider world as well as they could. As a consequence, there is limited knowledge of diverse communities. Pupils learn the importance of their behaviour. One pupil said, 'One small voice can make a change. Ideas start from one person. No matter how big or small, anyone can make their mark, spread an idea and make it grow.'

Guided by the Christian vision, the religious education (RE) curriculum is well-balanced. The curriculum is sequential and builds on prior learning. As a consequence, this extends pupil breath of knowledge over time. The curriculum provides challenge. Pupils interpret the meaning of Bible texts to understand the impact and make connections. The RE programme provides additional lessons named 'digging deeper units.' The lessons based on Christianity provide challenge and help pupils to explore core beliefs in greater depth. Staff access high quality training. This increases expertise and consistency that supports the effective delivery of the subject. Pupils value the knowledge organisers provided at the beginning of units, to refer to for important information or key words. Pupils cherish Spirited Arts. This permits them to explore profound questions within art. Expressing imaginative thoughts about RE and spirituality within artwork allows self-expression. Pupils value the importance of RE. They appreciate RE teaching them the importance of respect regardless of religion or background. Pupils enjoy their lessons, specifically discussions. These allow them to develop listening skills, challenge differing views and to question thoughtfully. Pupils take pleasure in learning about different beliefs. They treasure investigating the relationship between religion and science to understand different views of creation. This equips them to develop consideration for contrasting opinions. However, there are limited opportunities to explore a range of religions and worldviews through deeper and direct experiences. This means that pupils do not appreciate as well as they could, the practices within the religions and worldviews studied.

## Information

Address	Southfield Lane, Tockwith, North Yorkshire, YO26 7RP		
Date	29 January 2025	URN	144930
Type of school	Academy	No. of pupils	233
Diocese	York		
MAT	Ebor Academy Trust		
Headteacher	Justin Reeve		
Chair of Governors	Sue Corbett		
Chair of Trust	Debbie Clinton		
Inspector	Lindsay Henderson		