Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Brafferton Church of England (VA) Primary School

Vision

At St Peter's Brafferton, we are a nurturing community where every person can flourish. We aspire to be the best in all we do, promoting lifelong learners who are curious, compassionate, and courageous. We value every person and every opportunity to 'let our light shine'.

"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven"

Matthew 5:16

St Peter's Brafferton Church of England (VA) Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The life of this small rural school is deeply rooted in a strong Christian vision that is understood by members of the school community. It is firmly embedded across the life of the school, providing a strong and coherent foundation for school development. Pupils, staff and leaders are supported and encouraged to 'let their light shine' in everything they do.
- There is a clear culture of nurture at St Peter's. The mental health and wellbeing of staff is a priority for school leaders. This means that adults in school can flourish as professionals. As a result, they provide caring, trusted and positive role models to pupils, enabling them to succeed.
- The Christian vision inspires pupils to recognise their responsibility towards others. Meaningful opportunities for service enable them to develop a growing understanding of justice within the school and wider community.
- Collective worship is central to the expression of the school's Christian vision. Pupils and adults value the opportunity to come together. Discussions, Bible stories, stillness and prayer enable them to experience reflection and spiritual grounding.
- The religious education (RE) curriculum is thoughtfully designed to promote rich meaningful learning for pupils in mixed age classes. Pupils talk readily about different faiths and how it is important for them to understand about the diverse world in which they live.

Development Points

- Refine assessment processes in RE so that teaching can more precisely support pupils of all abilities. This is to help them to develop greater confidence in their retrieval skills of the range of religions they study.
- Develop a more robust system of reporting RE outcomes to governors. This is so they have a more informed view of the progress pupils are making in the subject.

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Inspection Findings

Vision and Leadership

St Peter's is a school where adults and pupils are truly enabled to 'let their light shine.' Motivated by their belief that all can shine in some way, leaders are driven by their recently revised Christian vision. Chosen to reflect the rural context of the school, this is lived out through their four 'C's; community, curiosity, compassion and courage. Supported by effective and knowledgeable governors, leaders have made sure that the vision is pivotal to policies and practice. It is the bedrock of decisions in the successful journey of St Peter's as a Church school. Governors know their school well and provide valuable support. They ensure that the vision forms the focus of their meetings. They have clear systems in place to evaluate its impact and as a result are clear about their next steps. The vision is understood and meaningful to pupils and adults alike. They talk with pride about the many opportunities they have to 'shine their lights'. As a result, this is a school where both pupils and adults flourish together.

Vision and Curriculum

The vision is a golden thread running throughout the curriculum. Leaders have a clear understanding of the many different ways their pupils can flourish. They ensure they are given rich opportunities to do so. This is clearly evident in the recent school residential. Pupils were enabled to be courageous and step out of their comfort zone to try new things. There is a clear focus on supporting pupils to be curious about the diverse world in which they live. This is enhanced through carefully chosen texts, images, artefacts and visits. A wide range of visits introduce pupils to places and people they might not otherwise encounter. Developing pupils' spiritually is seen as an important aspect of their holistic flourishing. Opportunities for them to look outwardly and reflect inwardly are planned for across the curriculum. Pupils have some understanding of their own spirituality and value their 'spiritual time' in class. This is strengthened through spontaneous moments, including at playtimes and in forest school.

Worship and Spirituality

Worship is a joyous coming together of the school family, valued by pupils and adults alike. It is a time to pause, reflect and consider the school vision and values. This contributes meaningfully to their spiritual flourishing. Pupils talk of how worship encourages them to 'let their light shine'. It is often linked to stories, including those from the Bible. Pupils are keen to share their thoughts and reflect on the messages they hear. For example, how learning about Mary Seacole inspires them to try even harder with things they find difficult. The Bible stories they hear have a positive impact on how they live their lives. Pupils talk animatedly about how the story of the Good Samaritan reminds them of the importance of helping others. Pupil leaders support the spiritual development of their peers through the way they begin worship with liturgy. This sets the scene and prepares participants to engage. Pupils are invited to pray or reflect, demonstrating the invitational nature of worship. They value this as a time to 'get closer to God'. Very close links with the village church enhance the worship life of the school community. This is evident in the positive responses from parents in attending church for festivals and joining regular celebration worship in school. The impact of the school's vision is further evident in the ways pupils warmly celebrate the achievements of their peers. They clearly delight in presenting values awards to each other.

Vision and School Culture

Guided by their vision, St Peter's is a nurturing and loving school community, built on caring and positive relationships. Leaders act with compassion, ensuring staff feel valued. Staff appreciate the support and training they are given for their roles and value the trust that is placed in them. Adults model the school values enabling pupils to build trusting and respectful relationships. In turn, pupils support each other and play and learn together harmoniously. Mental health and wellbeing are given a high priority. An ethos of inclusion, rooted in community, permeates the school. This is because staff and leaders know their pupils and families well. They provide bespoke provision and a wide range of support and opportunities for learners. This enables pupils, including those with additional needs, to succeed. Parents value the support and openness of staff in enabling their children to shine.

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Religious Education

Strong links with the diocese have enabled leaders to create an engaging and diverse curriculum, appropriate for mixed age classes. The vision is at the forefront in selecting the range of religions and worldviews studied. This is to widen pupils' appreciation of the global world in which they live. Pupils talk about the wide range of religions that they study, including Christianity, and recognise their global significance. They have a growing appreciation of the similarities and differences and how beliefs can impact on the lives of believers. Pupils are encouraged to question and to consider how they fit into the diverse world in which they live. Learning is enhanced with high-quality texts and visits to places of worship such as a mosque and quaker meeting house. Although pupils are developing their understanding, they can sometimes mix up the practices of different beliefs. Opportunities for deeper investigation, interpretation and retrieval are at the early stages of development. Staff are supported in both their subject knowledge and the implementation of the curriculum by the diocese and the RE lead. This is developing their skills as teachers.

Retrieval grids at the beginning of each unit of work support pupils' learning. They look back on these in lessons to check their understanding and use the five finger facts to help them remember. Pupils enjoy the range of different ways they record their work, which is of a high standard and demonstrates strong progress. Opportunities are given for reflection in lessons; this deepens their understanding. Planned assessment tasks help teachers to identify next steps. However, how assessment is used to stretch more able pupils and ensure robust retrieval skills is not secure. Although progress is reviewed regularly by leaders, this is not shared robustly enough with governors. As a result, their view on how well pupils achieve over time is limited.

Vision, Justice and Responsibility

Inspired by their vision, pupil leadership is a significant part of life at St Peter's. Pupils are proud of the difference they are making to their school community in enabling them to 'shine together.' Meaningful roles across school enable them to make a difference and take responsibility, both in school and in the wider community. Pupil play leaders support their peers at break times, ensuring they have friends to play with. School council members value the opportunities they have to explore ways to help in their community. They plan various fundraising events to raise money for school and to support national and local charities. These are decided upon in discussion with all pupils through school 'thinking circles.' This illustrates pupils' desire to act with compassion and tackle injustice in society. Their understanding of responsibility and justice comes through worship and personal, social and health education (PSHE) lessons. They are avid eco-warriors and are keen to help those less fortunate than themselves. In doing so they are 'letting their light shine' brightly in their local community and beyond.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	School Terrace, Brafferton, North Yorkshire YO61 2PA		
Date	22 October 2026	URN	121606
Type of school	Voluntary aided	No. of pupils	79
Diocese	York		
Headteacher	Sarah Anderson		
Chair of Governors	Kevin Lucas		
Inspector	Sue Thackray		

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