

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Crayke Church of England Primary School

Vision

‘Follow your pathway and we grow together with confidence.’

As a happy and caring school family, which respects everyone as an individual, our vision is to grow compassionate, confident and resilient learners who fulfil their unique potential and become the best version of themselves to thrive in an ever-changing world. This vision is rooted in our Christian values of respect, friendship, forgiveness and determination that are at the heart of our school.

‘You did not choose me, I chose you that you might go and bear fruit, fruit that will last so that whatever you ask in my name the Father will give you.’ John 15:16

Crayke Church of England 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 Christian vision drives the decisions and actions of the school’s strong leadership. This is evident through their personal example and in how they live out the vision in and beyond school. This has a significant impact on both school and local communities.
- Loving relationships are a hallmark of this school and an outworking of the vision of compassion and care. Pupils, families and staff are known, valued and supported with dignity, which is transformational.
- The vision and associated values shape a broad and balanced curriculum that recognises and supports the uniqueness of each individual pupil. Leaders have made bold curriculum decisions that widen learning opportunities and nurture pupils’ curiosity and joy.
- Effective partnerships with the local church and the village support the enrichment of pupils’ character development. These relationships also nurture a shared sense of belonging to the school, church, and village, reflecting the vision of ‘growing together.’
- Leadership of religious education (RE) is aspirational and effective. The well-sequenced curriculum enhances pupils’ understanding of a range of diverse faiths, beliefs, and the differences between them.

Development Points

- Strengthen understanding of how the Christian vision is rooted in Biblical teaching. This is to enable all members of the community to articulate the vision with greater clarity and coherence.
- Broaden and deepen the school’s understanding of spirituality. This is to ensure that opportunities for reflection and spiritual growth can be intentionally and consistently planned across the curriculum.
- Expand pupils’ awareness of injustice to deepen their understanding of personal responsibility and the difference they can make.



Inspection Findings

Vision and Leadership

The Christian vision is deeply embedded in the life of the school. It is expressed consistently through words and actions, creating a culture that unites the school as one loving community. Leaders and governors ensure decisions and actions flow from the vision, making a clear difference to pupils and adults. For example, the decision to appoint a learning mentor demonstrates a clear commitment to supporting the unique potential of all. Honest and accurate self-evaluation gives leaders a clear understanding of the school's ongoing development as a Church school. A strong partnership with the diocese fosters effective challenge and support. Pupils and adults would benefit from a clearer understanding of the biblical roots of the vision. This could support a more coherent and confident articulation of its meaning. Adults are encouraged to become the best version of themselves. Staff talents are noted and well developed through qualifications and training, developing in their careers as a result.

Vision and Curriculum

Guided by the Christian vision, the curriculum balances high academic aspiration with the personal development of pupils. Pupils understand 'follow your pathway' as recognition of their individuality and a call to aspire to be the best version of themselves. They have a chance to shine individually through the annual 'Crayke's Greatest Show.' The words 'growing together,' central to the vision, are lived out through collaborative and engaging whole-school themes, such as the Year of Music. A wide range of extra-curricular activities and visits support pupils' spiritual development. Pupils speak enthusiastically about showing kindness, such as caring for the micro pigs. They describe moments of awe and wonder, like seeing hieroglyphics at the British Museum. Spirituality is evident in planning and practice. Staff use an agreed definition, though it is not fully or consistently embedded. A culture of inclusion and specialist support ensures pupils, including those with special educational needs and/or disabilities (SEND), are well supported. Teaching, environments and resources are thoughtfully adapted to help them thrive and fully participate in school life. Families are supported where appropriate through a commitment that extends beyond the classroom. This fosters partnership and belonging, which has transformed lives. Together, these commitments create a richly caring environment.

Worship and Spirituality

Daily collective worship provides a rhythm to school life which pupils deeply value. It is a cherished time for pupils to come together for celebration and learning. The words spoken at the beginning and end of each worship link the Christian vision to its theme, reinforcing a sense of purpose and belonging. Worship offers meaningful, invitational moments to sing, explore Bible teaching, pray and reflect on world events. Pupils make thoughtful connections between faith and life. One pupil explained how the story of the Good Samaritan relates to issues of racism today. Inconsistent staff participation reduces the impact of collective worship on adults' spiritual growth and sense of the whole school coming together. Regular services in the parish church, often shared with parents, deepen spiritual reflection and strengthen community bonds. These moments, at the heart of village life, embody the historic links between church and school. The worshipping life of the school is enriched through regular visits from the Open the Book team and local clergy. Their contribution improves pupils' understanding of Christian teaching. A pupil worship group enhances engagement through offering greater variety in the delivery of worship. Parents value collective worship, one noting that Crayke is a school where 'faith and learning walk hand in hand.'

Vision and School Culture

This is an inclusive community of love and belonging, rooted in the Christian vision. All are welcome. The core Christian values of the school shape relationships that are lived out daily between pupils and adults. As one younger pupil said, 'we are kind, show respect and love each other.' Behaviour is excellent, and pupils are happy, friendly and eager to learn. When disagreements arise, staff support pupils to restore relationships through reflection and forgiveness. Pupils care for each other, seen in the way they share, take turns and older pupils look after younger ones. The daily social running club, enjoyed by pupils, staff and families, promotes



wellbeing and strengthens the school's sense of community. Leaders' commitment to dignity and care extends to staff. A wellbeing and workload pledge exemplifies this, ensuring that adults feel valued and well supported.

Vision, Justice and Responsibility

The vision of growing together creates a strong culture of shared responsibility. Pupils and staff have a voice and are listened to. Trusted to take on meaningful roles such as school councillors and ambassadors, pupils contribute positively to the life of the school. From the earliest years, pupils show personal responsibility through kind acts like writing cards, giving gifts, and singing locally. Younger pupils know they should care for the elderly and those who live alone in the village. Older pupils lead charitable initiatives supporting organisations, including a local hospice and foodbank. These experiences nurture compassion and a developing sense of fairness. Pupils show early signs of responding to need and unfairness, particularly in everyday interactions. There is limited evidence of pupils engaging with broader issues of injustice. As a result, opportunities to deepen understanding of personal responsibility are not fully developed.

Religious Education

Religious education is taught with clear intent, thoughtful planning and a strong sense of purpose. Subject leadership is well supported by the diocese and is having a positive impact. The RE curriculum is aligned with the school's context and national expectations. The curriculum is well sequenced. Work on reducing the breadth of the curriculum means pupils now spend longer deepening their understanding of beliefs and faiths. Ongoing training has increased staff confidence and strengthened subject knowledge across the team. As a result, pupils show a growing understanding of a range of worldviews. Pupils' written work, discussions, debates and artwork demonstrate an improving understanding of belief and diversity. They have positive attitudes towards RE and recognise its value in helping them understand others and develop their own beliefs. The subject is enriched through exciting whole-school themes such as the 'Year of Festivals.' RE is a priority in school development planning. Leaders, including governors, value it as a core subject and closely monitor its progress.

Information

Address	Easingwold Rd, York YO61 4TZ		
Date	16 October 2025	URN	121484
Type of school	Voluntary controlled	No. of pupils	106
Diocese	York		
Headteacher	Judi Jackson		
Chair of Governors	Lucy Willshaw and Andrea Hayes (Co-chairs)		
Inspector	Darren Dudman		