

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

High Coniscliffe Church of England Primary School

Vision

Exploring, Growing, Leading – Together We Flourish.

At High Coniscliffe CE Primary School we are committed to nurturing a love for learning, perseverance, and faith in our children. Our motto, “I can do all things...” encourages children to believe in their abilities and strive toward success, no matter the challenges they face.

“I can do all things through Christ who strengthens me.” (Philippians 4:13)

High Coniscliffe 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

- Driven by the Christian vision, ‘I can do all things’, leaders demonstrate a wholehearted commitment to embedding this ethos into school life. Their inspirational leadership fosters an environment where pupils and adults are empowered to flourish.
- The vision creates a powerful sense of togetherness and connectedness throughout this nurturing school community. Parents, carers, staff and pupils encounter loving relationships which lead to a sense of belonging and being known.
- Wellbeing and mental health are a priority for the school, supported by the trust. Growing from the vision, there is a clear focus for everyone, including pupils considered vulnerable and/or disadvantaged, to achieve in their own way.
- Collective worship is valued by staff and pupils as a meaningful time to come together. It is deeply rooted in the vision and associated values of the school and enhances the sense of community and purpose.
- Teachers and leaders have embraced their new religious education (RE) syllabus supported by trust and diocesan training. This is ensuring that pupils enjoy learning about a range of religious and non-religious worldviews.

Development Points

- Embed the school’s approach to spirituality by offering pupils planned opportunities to explore and broaden their experiences through the curriculum. This is to ensure all pupils can further flourish spiritually by reflecting on themselves and others.
- Develop pupils’ understanding of how they can actively respond to issues of injustice. This is so that they can recognise how their actions can make a difference to the lives of others.
- Extend how the RE curriculum enriches pupils’ knowledge of diversity within religious and non-religious worldviews. This is to develop the way pupils understand how people live out their lives in many ways.



Inspection Findings

Vision and Leadership

The Christian vision of High Coniscliffe Church of England Primary School, 'I can do all things', pervades throughout the work of the school. As a result, pupils grow in confidence and build strong relationships. The ambition for pupils and adults to thrive as well-rounded individuals lies at the heart of decision making, plans and policies. For example, leaders prioritise wellbeing alongside academic success, creating a culture where pupils feel safe, supported and ready to learn. To this end, staff strive to do their best and embrace opportunities to grow both personally and professionally. They welcome the openings offered by the trust and share examples of good practice. The impact of the vision is monitored and evaluated by school and trust leaders as well as governors during their visits. Leaders value partnerships as a demonstration of the vision in action believing that working together helps pupils flourish. Parents and carers express gratitude for the care and kindness shown to them, stating that the school is like a 'caring family'.

Vision and Curriculum

The school's outward-looking curriculum, developed with the trust, reflects its vision, enabling pupils to 'do all things'. Carefully chosen content extends pupils' understanding of their locality and the wider world to broaden their horizons. For example, older pupils explore some of the differing viewpoints of the creation story fostering a developing understanding of varied views. Adaptations made to the curriculum have provided opportunities for all to achieve, including pupils considered vulnerable and/or disadvantaged. This inclusive approach builds confidence and helps them to succeed alongside their peers. Parents are invited into school to share in the learning in a variety of subjects. This enhances their contribution to supporting their children's education in partnership with the school. Being part of the trust gives opportunities for staff to visit other schools and further consider and refine their practice. Working in networks across the academy, enhances the opportunities staff have for professional collaboration and the sharing of expertise. Big questions are used to deepen pupils' thinking. However planned opportunities to develop pupils' spiritual understanding are not embedded throughout the curriculum.

Worship and Spirituality

Collective worship is valued across the school as a time to come together as the whole school community. It is distinctly Christian in character, invitational and inclusive, creating a safe and welcoming space. Staff recognise how this regular gathering uplifts them and provides meaningful moments of calm and spiritual flourishing. Worship is comprehensively planned to focus on different Christian values each week, such as love, joy and service. This reflects the vision, its associated values and opportunities for spiritual development enabling openings for deeper thinking. During these gatherings, pupils are recognised for demonstrating the school's vision in their everyday actions such as supporting the local foodbank at Harvest. Collective worship helps pupils to grow spiritually by sharing Bible stories, singing with joy, encouraging reflection and inviting prayer. These experiences build a sense of celebration and belonging. Partnerships with the church enrich worship and enhance the Christian foundation. For example, holding services celebrating the major Christian festivals in church.

Vision, Justice and Responsibility

Leaders are motivated by the Christian vision to create a culture of taking responsibility for others both within and beyond school. Pupils eagerly embrace opportunities while showing concern for those less fortunate than themselves. Older pupils support younger ones at playtimes and in helping them to play well together. Supported by adults, they learn about people who stand up to injustice. Pupils reflect on how they can respond to unfair situations in the wider world. This encourages them to act with compassion and courage. They can articulate that being fair does not necessarily mean treating everyone the same way, demonstrating a growing understanding of equity. Pupils are actively involved in charitable projects such as annual fundraising events.



Where there are causes close to the heart of the community, pupils are more proactive such as supporting the foodbank. However, they lack an understanding of how they can actively respond to issues of injustice and make a difference to others.

Religious Education

Leaders place a high priority on the teaching of RE. Effective partnerships with the trust and diocese provide valued support for leaders of RE, building confidence and supporting governors in monitoring impact. Together, they ensure that RE is taught with confidence and clarity. The curriculum provides a strong balance between the teaching of Christianity and a range of religions and worldviews. It is well-sequenced, enabling pupils to build progressively on prior knowledge and deepen their understanding over time. Evaluations focus on what pupils know and how they respond, informing planning and strengthening provision. Pupils enjoy the range of ways that they learn about religion including through art and discussion, helping them explore beliefs and practices. The curriculum offers opportunities to explore knowledge about religions and worldviews but does not extend pupils knowledge of diversity within these.

Vision and School Culture

The Christian vision inspires a culture where values such as love and perseverance are embedded. Pupils are known individually to staff and an ethos of care exists where all are well supported. Members of the school community work together to care for and strengthen one another. New families quickly feel embraced and part of the caring school community. A variety of strategies and practices, both within the school and the trust, enhance wellbeing. These include the provision of professional wellbeing therapists, peer support for staff and pupils and policies to improve mental wellbeing. Leaders have created an environment where staff and pupils feel respected, valued and supported. Each day begins with warmth and welcome, as pupils are greeted individually by adults, setting a tone of mutual inclusion and respect. This nurturing environment is consistently recognised by parents, who speak highly of the school's caring nature. The behaviour policy, underpinned by restorative practice, is implemented consistently by staff who model care and fairness. This approach fosters individual responsibility, encourages reconciliation, and builds strong, respectful relationships across all year groups. Pupils respond positively to these high expectations, contributing to a calm and supportive school environment. Staff know pupils well and respond to their emotional and social needs with compassion.

Information

Address	Ulnaby Lane, High Coniscliffe, Darlington, DL2 2LL		
Date	21 October 2025	URN	142961
Type of school	Academy	No. of pupils	97
Diocese	Durham		
MAT	Melrose Learning Trust		
MAT Chair	Paul Mackings		
Headteacher	Kaye Boyce		
Chair of Governors	Joe Temple		
Inspector	Jo Dobbs		