

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Monk Fryston Church of England Primary School

Vision

Good people, doing well. (Titus 3:14)

Monk Fryston 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

- Leaders are committed to the Christian vision. It guides strategic thinking and daily responses to the needs of pupils and adults within the Monk Fryston community.
- The inclusive curriculum places pupils at the very centre. Bold decisions have been made, rooted in the Christian vision, to enable the flourishing of both pupils and adults.
- Rich and varied acts of collective worship bring together the school community in an inspiring and joyful way. They motivate pupils to live out the Christian vision and values in their daily lives.
- Aspirational and caring staff enable pupils to grow and thrive. Time, resources and a deep sense of compassion create an inclusive learning environment that is supportive and nurturing.
- The clear understanding of the vision means that there is a well-developed sense of justice and concern for others. This informs practical action and has helped pupils to become articulate agents for change.

Development Points

- Enhance explicit opportunities for thought and reflection across the curriculum. This is to strengthen the spiritual flourishing of pupils and adults.
- Build upon existing effective practice in religious education (RE) to embed the newly revised curriculum. This is to enable pupils to deepen their knowledge and understanding of a wide range of faiths and worldviews.



Inspection Findings

Vision and Leadership

The school's Christian vision, 'good people, doing well,' infuses and enhances life at Monk Fryston. Adults and pupils clearly articulate the vision. The Biblical root of the vision, focusing on 'doing what is good,' permeates every aspect of school life. This creates a purposeful learning environment for pupils and adults to develop. Consequently, they are valued and generously supported so that the school community flourishes. The impact of the vision is carefully monitored and evaluated by leaders, including governors. This is inspired by the language of the vision. They describe how they review whether decisions are enabling members of the school community to 'become good people and do well'. This ensures that carefully planned actions enhance opportunities for pupils and staff, arising directly from their monitoring and evaluation of the school. Governors know this school well and are deeply invested in ensuring that members of the school community have the opportunity to flourish. Fruitful partnerships and collaboration with York Diocese and the Yorkshire Learning Trust support the practical outworking of the vision.

Vision and Curriculum

Leaders have responded to the specific context of their school, making bold decisions that benefit their pupils. The curriculum and wider provision are sensitively adapted, with delivery styles varied to meet the needs of pupils. Teachers and teaching assistants provide carefully targeted guidance and focused interventions. Thoughtful consideration of the needs of the community and strategic funding decisions have enabled several changes for the benefit of pupils. This has included visionary changes to the Year 2 curriculum and the creation of a bespoke wellbeing space. The introduction of imaginative strategies has enabled learners to flourish in this environment. The vision is explicitly realised in the education of pupils. The progress they make in their learning is above national averages. School leaders firmly believe that their pupils should be enabled to 'do well'. This inspires them to work relentlessly as a team to ensure that the school community can thrive and reach their potential. There are many opportunities for spiritual development within the curriculum and extra-curricular provision. Leaders are clear about what spiritual development entails. However, planned learning opportunities for spiritual development are not fully embedded across the curriculum.

Worship and Spirituality

Collective worship is at the heart of this school. It plays a major role in deepening pupils' understanding of the vision and how this can be applied to their daily lives. Pupils and staff flourish because of the rich opportunities to sing, pray, and reflect. Worship is highly valued and pupils approach it with enthusiasm. They recognise it as a part of the school day that inspires them and brings them a deep sense of joy. Pupils know that worship is invitational and choose to participate in whatever way they feel comfortable, including through the use of reflection journals. It is highly inclusive, enabling those of religious faith and none to engage with readings, responses and prayer. Reflecting on the carefully chosen stories from the Bible further supports pupils' understanding of the school vision and in turn how to be a good person, doing well. Pupils are happy to respond during worship and are confident to share their thoughts with the whole school. This enhances the spiritual development of pupils and adults. A strong partnership with local churches is well-established and brings variety that enriches the school.

Vision and School Culture

Leaders create an effective, nurturing environment where members of the school community are valued and respected. At Monk Fryston, pupils and adults are treated as individuals and the holistic development of each child is paramount. There is a 'supportive family feel,' where school community members' thoughts and concerns are listened to. This has enabled strong relationships to flourish. The thriving Parent Teacher Association offers invaluable support for many projects in school. School leaders recognise the importance of



prioritising the wellbeing of all as a way of living out the Christian vision. Strategies to promote good mental health are woven through the curriculum. As a result, pupils understand how they can live well together and support each other. The behaviour system, underpinned by the vision of being 'good people,' focuses on reconciliation and forgiveness. This has a positive impact on pupils' behaviour and attitudes throughout the school. The support extended to parents and carers is highly effective. Lives have been inspired and transformed through opportunities provided by the school.

Vision, Justice and Responsibility

Driven by the school vision to be 'good people, doing well,' the school actively promotes a culture of justice and responsibility. Opportunities for pupils to learn about matters of justice, fairness and equality have been carefully crafted by school leaders. Through the taught curriculum and thoughtfully chosen worship themes, pupils are challenged to create a positive difference in the world around them. Pupils are empowered to take responsibility by leading action through participation in a variety of student leadership roles. These opportunities enable them to see the positive difference that they can make. Pupils live out the vision by collaborating on meaningful projects that stem from their own concerns. These have ranged from supporting the Cats Protection to working with the local community to form an energy group. Pupils are confident to seek change and fight injustice in the world around them. They have also supported others to bring about change by sharing their efforts at forum events for other communities. Pupils at Monk Fryston are keen for people outside of their school to be 'good people, doing well'.

Religious Education

RE is recognised as a core subject, led by a highly committed team across the school. The school is in the process of implementing a new RE curriculum. It enables pupils to encounter a more diverse range of religions and worldviews in greater depth. The impact of this regarding their understanding of religions beyond Christianity is at a very early stage. As well as learning about faiths, RE also provides pupils with the opportunity to discuss their personal views. This supports the vision and encourages discussion of what it means to be a 'good person'. Pupils enjoy the opportunity to explore RE in creative ways, for example, through the newly introduced floor books. Reflections and discussion on big questions help pupils understand how a range of worldviews affects daily life. However, pupils are still developing a deeper understanding of religious diversity, and how people live out their beliefs in everyday life. Strong partnerships with the diocese enable the RE team to plan and develop the curriculum needed for effective RE.

Information

Address	Chestnut Green, Monk Fryston, Leeds, LS25 5PN		
Date	22 October 2025	URN	145778
Type of school	Academy	No. of pupils	201
Diocese	York		
MAT	Yorkshire Learning Trust		
MAT Chair	Nick Sheppard		
Headteacher	Rick Weights		
Chair of Governors	Nick Gemlo		
Inspector	Natalie Dodd		