

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lythe Church of England Voluntary Controlled Primary School

Vision

‘Be the best you can be and let your light shine.’

‘You are the salt of the earth... you are the light of the world.’

Jesus speaking in Matthew Chapter 5.

Our Vision is for our school community to flourish academically, physically and spiritually. We will shine as individuals and as a school family, going on to enhance the wider community and the lives of those around us.

Lythe Church of England Voluntary Controlled 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.

Strengths

- The school’s Christian vision is well understood and steers decisions made by leaders. As a result, it supports adults and pupils to be the best they can be.
- Inspired by the school vision leaders foster a compassionate, supportive and inclusive culture. Both pupils and adults feel valued and respected, resulting in a strong sense of connection and shared purpose.
- The curriculum, including the extra-curricular offer, allows pupils to let their light shine. Pupils are well known, and those who are vulnerable or disadvantaged receive timely, personalised support, enabling them to flourish.
- The school has formed strong supportive partnerships with the church, diocese, local community and neighbouring schools. This enables pupils and adults to thrive in different aspects of school life.
- Collective worship is a cherished and integral part of the school day. It inspires pupils to reflect and nurtures their spiritual development.

Development Points

- Embed the revised approach to spirituality across the school. This is to enable pupils and adults to articulate and express their spirituality.
- Extend pupil’s understanding of justice to further empower them to make informed choices about helping others.



Inspection Findings

Lythe Church of England School is a united community where everyone is welcomed and valued. The Christian vision is clearly understood and fully embraced. This vision guides leaders, including governors, to thoughtful and bold decisions to enable pupils and adults to flourish. Examples include the positive impact of the revised curriculum and the value-led approach to collective worship. Christian values, such as respect, support the vision to become a lived reality. Staff exemplify these values, fostering compassionate and trusting relationships. Consequently, both pupils and adults thrive in a safe, respectful and happy environment. The governors have a thorough understanding of the school and regularly visit. Therefore, they are able to monitor and evaluate the vision in action. Their oversight is enhanced by a formal monitoring plan which is rigorous and comprehensive.

The curriculum is designed to meet the needs of the pupils. It encourages pupils to be curious and creative and as a result they are enthusiastic and engaged in their learning. The school's dedication to fostering connections between pupils and the wider community allows them to shine. Pupils talk enthusiastically about visits to the local beach and forest as well as sporting events and visitors. High expectations are set for pupils and, as they are individually well known, barriers to learning are swiftly identified. This ensures that appropriate, personalised support can be implemented, enabling pupils to flourish. Pupils access a wide variety of extra-curricular activities allowing them to challenge themselves and develop new skills. This inclusive approach ensures that each pupil is valued and supported to be the best they can be. A shared language for spirituality is starting to feed into the life of the school. Consideration is given to how spiritual development can be fostered within each subject and the school's outdoor education offer. Therefore, moments for spiritual development are present, but pupils do not yet have the necessary language to share their experiences.

Collective worship is a cherished part of the school day, providing time for quiet reflection. The lighting of a candle, and inclusive opening and closing words, mark worship as a sacred and special time. The planning of collective worship focusing on a different Christian value each half term provides a cohesive reflective journey. The positive impact of this approach is apparent in the language used and the clear understanding of the messages shared. Pupils talk with enthusiasm about their involvement in collective worship. In particular, taking part in the dramatisation of Bible stories helps deepen their understanding and connection to them. Pupils articulate how the messages within worship inform how they behave and interact with others. Celebration worship is a weekly highlight where the whole school community comes together to worship, reflect, pray and celebrate. Parents highly value these weekly invitations, as well as the church services held at key points throughout the year. They appreciate these moments as a time to examine their own thoughts and to share in the school's successes. Values, stories and questions for reflection are not confined to collective worship but permeate across the school. They are discussed at home, in the classroom and are visible in reflection spaces, providing opportunities for spiritual development. The impact of worship reflects the symbol of the school, a messenger angel. Worship spreads the Christian vision throughout the school and into the wider community with warmth and respect.

At the heart of this school community lies a profound sense of connection and belonging. This is fostered by the supportive and caring relationships that are present between parents, pupils and staff. It is evident that pupils feel safe and know they will be listened to. The presence of worry boxes, identified trusted adults and strong friendships across year groups form a foundation of support. Reflection spaces inside and outside the school, especially the peace garden, offer pupils moments of quiet reflection. These spaces help them find a moment of calm to consider their feelings. Parents rightly talk about the 'incredible support' for pupils with special educational



needs (SEND) and/or disabilities and those facing challenges. Thoughtfully considered adaptations are present throughout the school, ensuring the vision is ever-present. Leaders foster an environment of empathy and openness; therefore, staff feel highly valued and well-supported. Their mental health and wellbeing are prioritised in both times of joy and challenge.

As an outward-looking school, leaders maintain positive relationships with the diocese, church and local schools. Staff appreciate the opportunity to learn and grow through collaborative work and training. These connections help identify opportunities to empower staff to let their light shine. Guided by the ethos group, pupils engage in charitable activities, fostering a sense of responsibility. Pupils take this responsibility seriously and actively decide whom they want to support within their community. Recent events include visiting the local care home and collecting food for the food bank. They also show respect to the environment by litter picking in the local area. These efforts illustrate the pupil's understanding that a small act of kindness lets their light shine in service to others. However, pupils are not able to clearly articulate their understanding of justice and how it can inform their choices.

The religious education (RE) curriculum within the school has been revised to ensure that it is carefully sequenced. It provides pupils with the opportunity to study a range of religions and to build on their knowledge over time. Strong leadership ensures that the curriculum is prioritised and carefully monitored. The curriculum is regularly reviewed to ensure it is tailored to pupils needs. Staff receive appropriate training to support them in the delivery of the curriculum. Pupils enjoy and value RE, talking with enthusiasm about their learning and the questions they discuss. They understand the importance of learning about a range of religions and worldviews. They are asked to consider the world through the eyes of others, which they enjoy but acknowledge is challenging.

Information

Address	High Street, Lythe, Whitby, North Yorkshire YO21 3RT		
Date	17 June 2025	URN	121507
Type of school	Voluntary Controlled	No. of pupils	80
Diocese	York		
Headteacher	Andrew Wood		
Chair of Governors	Mark Robinson		
Inspector	Alice Hassall		