



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

North Stainley Church of England (Voluntary Controlled) Primary School

North Stainley

Ripon

North Yorkshire

HG4 3HT

Previous SIAMS grade: Good

Current inspection grade: Outstanding

Diocese: West Yorkshire and the Dales

Local authority: North Yorkshire

Dates of inspection: 27 January 2016

Date of last inspection: 7 December 2010

School's unique reference: 121578

Head Teacher: Elizabeth Watts

Inspector's name and number: Geraldine Cooper 696

School context

North Stainley Church of England Voluntary Controlled Primary Schools is a smaller than average, rural, school serving the village of North Stainley on the outskirts of Ripon. There are currently 60 children on roll from a broad range of socio-economic backgrounds. There is high mobility in the area and there is a high number of in year admissions. The school is housed in a very small building and the village hall is used for collective worship and other activities. The number of pupils with special educational needs is above the national average as is the number of pupils eligible for pupil premium. Since the previous inspection there has been significant change in staffing. The school is now connected to the Parish of North Stainley and is part of the local church schools cluster.

The distinctiveness and effectiveness North Stainley Church of England (V C) Primary School as a Church of England school are outstanding.

- The highly explicit Christian ethos which supports the learning and attainment of all pupils.
- Christian values are carefully interwoven into a thoughtfully planned curriculum which promotes the spiritual moral, social and cultural development of all pupils and ensures that the progress and achievement of all children including those with special needs is in line with or exceeds national expectations.
- Collective worship is central to school life and effectively creates an understanding of the Holy Trinity.
- The dynamic leadership of a head teacher with a firm understanding of what makes an effective church school, supported by a committed and well informed governing body and school staff.

Areas to improve

- Engage with churches in the wider area in order that pupils develop a greater understanding of diversity within the Christian faith.
- Develop the exterior environment in order to provide further opportunities for reflection and spiritual development.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners.

The head teacher works very closely with a supportive and caring staff to ensure that the school family live out their Christian values of friendship, justice, resilience, forgiveness, hope, respect, honesty and compassion. The values and Christian ethos are explicit and clearly identifiable throughout the school. All members of the school community can talk about how they impact on relationships within the school and promote an effective learning environment. Staff have a clear and shared understanding of spiritual, moral, social and cultural (SMSC) development which, alongside Christian values, is central to the curriculum. Local and global issues are addressed through philosophical enquiry and pupils are able to engage with contemporary issues with a high level of understanding and emotional intelligence. This is reflected in their ability to discuss ethical issues such as migration and their capacity to debate creation and differing ideas about God. Through circle time pupils develop the skill of negotiation and this is demonstrated in the respect with which they treat all members of their school community. The school has well developed systems of monitoring and evaluation which ensure that all pupils receive the interventions that they require and ensures that no child falls behind in their academic or emotional development. All staff are pro-active in building supportive relationships with parents and carers who describe teachers as 'going the extra mile' particularly when children are vulnerable. As a consequence of this attainment is in line with, or above national expectations for all pupils and attendance is consistently above average. Monthly monitoring of pupil progress ensures that all pupils receive developmental intervention. Learning mentors work effectively alongside teachers to ensure that pre-learning opportunities support less confident pupils in the classroom. This enables the school to meet its aspiration that 'all pupils have the right to succeed', which they embrace as fundamental to the school's Christian ethos. The achievement of pupils who are in receipt of pupil premium is in line with that of the majority of the school community and the differential between pupils with special educational needs is narrowing. All members of the school community ascribe this to the Christian ethos of the school. Justice and forgiveness are central to the way in which disputes are resolved. Pupils talk positively about the way in which they have been helped to understand the consequences of their behaviour, and with sensitive individual support, have been able to develop positive relationships with their peers. Pupils see this as putting into practice 'the choices that Jesus would make'. Pupils have the opportunity to learn about diversity within and between religions through the RE curriculum and the Mettupalayam project as well as through charitable initiatives. RE plays a significant role in the life of the school and is led by the head teacher. Effective target setting in RE ensures that pupils understand the progress that they are making and are enthusiastic about their learning. Pupils exhibit very positive attitudes toward people of different faiths and cultures, they talk with enthusiasm about the experience of visiting a Mosque and meeting a Muslim. They have also had the opportunity to meet with Christians from a wide range of countries and understand Christianity as a world religion. However, the school needs to develop more opportunities for pupils to meet with a wider range of Christian denominations in their locality.

The impact of collective worship on the school community is outstanding.

Collective worship is central to school life and makes a very strong contribution to pupils' understanding of Christian symbolism and belief. The school has developed excellent systems of planning and monitoring collective worship in which pupils play a central role. With the support of the head teacher and the curate, the collective worship committee plans and leads worship on a weekly basis. The involvement of pupils in the leadership of worship has proved inspirational to all pupils who are fully engaged and look forward to their own opportunity to lead worship. The liturgy and ritual of collective worship extends effectively into classroom worship. Worship boxes and prayer areas are central to each classroom and provide opportunities for reflection and personal prayer throughout the week. This has enabled pupils to develop confidence in talking about prayer and their prayer requests are included in collective worship. This has created a sense of familiarity with Jesus who pupils consider to be 'always

with us' and also as 'taking all the sorrows of life'. They relate human relationships to the Lord's Prayer and to the need to 'forgive each other like God forgives us'. Younger pupils also talk excitedly about their classroom worship and look forward to, and spontaneously role play, the leading of worship. The school's Christian values are an integral part of collective worship and are used in conjunction with the Christian seasons to create a programme for worship which encourages pupils to make links between their daily lives and the teachings of the Bible. Age appropriate liturgy is used across the school which introduces pupils to the significance of ritual and also to the concept of the Holy Trinity. Pupils of all ages talk enthusiastically about God, Jesus and the presence of the Holy Spirit around them. Younger pupils are able to make links between their experience in collective worship and their learning RE as exemplified in their ability to identify the significance of the Holy Trinity in baptism. The foundation governor is a frequent and popular visitor to the school and through his teaching and pastoral support staff, pupils and their families have been comforted and strengthened in times of difficulty. Space within the school is at a premium and the local village hall is used for collective worship. The school has small but attractive exterior space which could be further developed to provide a space for worship and reflection.

The effectiveness of the leadership and management of the school as a church school is outstanding.

The school is led by a highly committed head teacher who has a very clear Christian vision for the school and is passionate about the positive impact that this has on all pupils but especially those 'who need more support and love'. The chair of governors is very well informed and all members of the governing body have a pro-active involvement in the school which enables highly effective monitoring and evaluation of all aspects of school life. Since being allied to the local Church and becoming a member of the Church schools' cluster in the area, the school has been on a journey which has led to significant improvement in the school's distinctively Christian ethos. The involvement of the incumbent, and now the curate, as a foundation governor has provided the head teacher with an effective springboard to develop the school's Christian ethos and values which are owned by all stakeholders. School leaders and staff have a very clear understanding of the distinctiveness of their school as a church school and 'strenuous efforts have been made to embed and interweave Anglican Christian distinctiveness' into all aspects of school life. As a result of this the school facilitates the academic and SMSC development of all pupils in accordance with national expectations. Pupils of all ages and abilities are engaged in a curriculum, developed through the Curriculum Grand Designs initiative, which makes a significant contribution to their academic and SMSC development. Links between church and school have been enhanced and pupils have developed a greater understanding of the significance of Easter and holy week through their participation in the church led 'Holy Week in a day'. Increased attendance at recent services has been directly attributed to the closer working relationship with the school. Regular lunches combining worship and fellowship provide an opportunity for pupils to serve their community and to lead worship in a wider congregation. The sponsorship of Antony, a Malawian boy, provides a mutually beneficial awareness of wider global issues for pupils and the community. The school is also actively engaged in the local Church schools cluster. Pupils benefit from the opportunity to participate in a wide range of sporting and cultural activities with neighbouring schools. This is an effective way of broadening horizons, building self-esteem and preparing for transition to secondary school. It is central to the Christian ethos of the school that all pupils are able to benefit from such activities and pupil premium is used accordingly. The head teacher is pro-active in the cluster and teachers have benefitted from a range of opportunities for professional development. The school is also part of the HART alliance and engaged in school based initial teacher training. The head teacher, governors and staff have a shared understanding of, and responsibility for, the school's distinctiveness as a church school and this has led to insightful self-evaluation which has informed the school's development plan. Regular pupil and parent surveys indicate that they recognise and value the school's ethos in which RE and collective worship are a central means of promoting Christian values.

