



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

**National Society Statutory Inspection of Anglican and Methodist Schools Report**

**Christ Church Church of England Voluntary Controlled Primary Academy**

Craven Street  
Skipton  
BD23 2AP

**Previous SIAMS grade: Outstanding**  
**Current inspection grade: Outstanding**  
**Diocese: West Yorkshire and the Dales**

Local authority: North Yorkshire  
Dates of inspection: 26<sup>th</sup> November 2015  
Date of last inspection: 23<sup>rd</sup> March 2011  
School's unique reference number: 121590  
Headteacher: Simone Bennett  
Inspector's name and number: Mark Edwards 837

**School context**

Christ Church Church of England Voluntary Controlled Primary School is a smaller than average school that has grown in recent years to full capacity with 154 pupils. Pupils are from a wide variety of ethnic backgrounds with the majority being of white British origin. The number of children eligible for free school meals is 21.3%, slightly below national average. The school has 16.1% of its pupils with SEN, which is above the national average. The current Headteacher has been in post for 6 years. The school currently holds the gold standard quality mark for religious education

**The distinctiveness and effectiveness of Christ Church Primary as a Church of England school are outstanding**

- Strong and inspirational leadership of the school that sets high expectations for all members of the community.
- Supportive relationships between all stakeholders that enables everyone to feel supported and nurtured.
- Very strong commitment by everyone to developing core values, reflection and prayer that enables pupils to grow in confidence, character and spiritual awareness.
- Collective worship that is inspiring and meaningful.
- Outstanding progress made by pupils that has been sustained for the last three years.

**Areas to improve**

- To further develop governors' ability to challenge, evaluate and articulate the impact of the school's work on Christian distinctiveness.
- To further develop learning opportunities to broaden pupils' understanding of Christianity as a multicultural world faith.

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

From the moment you step into Christ Church Primary School you can feel and see the high importance the school places upon its core Christian Values. The promotion of these values impacts upon pupils, staff and parents in such a way as to ensure good progress and promotes the high standards of respect and tolerance within the community. Due to the supportive nature of the school and the way staff view each individual as unique, the progress that is made is outstanding and this is reflected by a consistent three-year trend of outstanding progress.

Strong relationships underpin all that the school does and all members of the community feel the importance placed upon this. A core theme from talking to parents was that of staff “going that extra mile’ for their children. Pupils are able to articulate well the support that staff give them and stated that “staff cared for them” and they appreciate that staff gave up time for them to run the clubs that they value highly.

The school uses innovative ways of weaving their core values into all areas of the curriculum and examples of a recent geography project confirms this approach is well embedded into the culture of the school. Pupils have a clear understanding of biblical stories and can articulate extremely well how these relate to the schools core values and their individual actions. Pupils can eloquently express the importance of some of the core values in relation to their understanding of and respect for other religions and communities. What is less developed is their understanding of Christianity as a world religion.

Behaviour of pupils is of a high standard and learners demonstrate this through a deep care for each other and truly live out their school rules of “We care, we share, we tell the truth”

Religious education (RE) plays a significant part in promoting the Christian character of the school. Staff challenge pupils to tackle the “Big Questions’ in RE and pupils answer them with confidence and empathy. Work on world religions clearly shows how pupils learn about religion as well as learning from other religions. A display showing these comparisons using a “through the key hole” approach was impressive and demonstrates a high level of understanding.

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

Collective worship is highly valued by all members of the school community. Pupils derive great benefit from the variety and quality of additional visitors that regularly contribute to individual sessions. Rigorous planning along with motivating input, including that from local clergy from different denominations as well as other organisations including the Zephaniah Trust, contributes to the school’s collective worship being truly inspirational and eagerly looked forward to by pupils. Pupils’ voice is clearly heard and acted upon through consultation and evaluation of the collective worship process. The way that pupils are eager to participate and lead collective worship is impressive and the school have very ably met one of the areas for development from the last inspection.

The act of collective worship seen during the inspection demonstrates well-embedded routines whereby the pupils entered and left singing inspirational or uplifting songs that maintained their focus. Pupils were engaged throughout, actively responding and could articulate the meaning of the session as well as being able to relate this to their daily actions.

Worship is firmly based upon the person of Jesus Christ and is imaginatively linked to the school’s core values that deepen pupils’ understanding and as a consequence pupils demonstrate a high level of spiritual and moral reflection.

Prayer is a significant strength of the school’s provision. The impact of this goes way beyond the confines of the school where parents cite examples of pupils writing prayers and leaving them by their bedside at night. The prayer tree at the entrance clearly signals the importance of prayer and pupils, staff, parents and visitors all make contributions. Currently there are insightful prayers interceding on behalf of recent tragedies in Paris and others reflect pupil’s concerns for refugees. Pupils understand and can articulate the purpose and value of prayer to both their daily lives and the wider world around them. Pupils have a good grasp of the Anglican traditions and their ability to explain the Trinity using a wide variety of visual images is impressive.

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

The school is led by the Headteacher with integrity, passion for its church identity and is inspirational in her support for pupils, staff and parents. The standard of progress across the school is impressive especially as a significant number of pupils begin from a lower than national average starting point.

The school is explicit about its church distinctiveness. Because all staff model the school's core values pupils' understanding of the school as a distinctively church school is impressive. Pupils have an embedded understanding of the school's core values that they articulate well and demonstrate in their daily actions, for example in their dealings with each other in the playground and through their response to world events. They demonstrated during the inspection how they live out and promote these.

The school's distributed leadership understands the school well and all staff contribute to evaluation and monitoring. The school has a well thought out development plan that places an emphasis upon developing further its Christian distinctiveness. Clear impact can be shown from listening to pupils and parents views, an exemplary example is in the way pupils' opinions and suggestions to improve collective worship have been implemented.

Areas for improvement have been addressed since the last inspection in particular pupils' involvement in the collective worship process. The school now has a good track record of governor training and has begun to implement this for the new governors that have recently been appointed.

The school provides staff with bespoke continuous professional development opportunities (CPD) that prepare staff well for working in a church school. The school places great importance in developing church school leaders for the future that is demonstrated by the assistant head that is currently participating in the Doulos programme for aspiring leaders of church schools. Staff comment favourably about the CPD opportunities given them and cite examples of where this has brought significant benefits for the teaching and learning of pupils in their care.

Parental engagement is high at the school and parents value the good communication the school has with them. A recent parental survey shows high approval for the school's work. Parents feel comfortable coming into school and enjoy the opportunities the school provides for them to see their children in action. The local church is just coming out of an interregnum, during this period the school has continued their good relationships with the church and through working with other denominations and outside agencies have strengthened and widened their partnerships with other organisations.

The Headteacher and senior leaders have developed a plan for RE and collective worship that meets statutory requirements and is creative in its approach.

SIAMS report November 2015 Christ Church Church of England (VC ) Primary School BD23 2AP