



# Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

## Christ Church Church of England Voluntary Controlled School

Address Craven Street, Skipton, BD23 2AP

How effective is the school’s distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish

**Overall grade** **Good**

**The impact of collective worship** **Good**

### School’s vision

Our vision is for our children to experience ‘Life in all its fullness’ (John 10:10). Following the Christian inspiration of Jesus, our children will flourish and enable others to grow. Our school will be a place where aspiration and hope enable the growth of knowledge, wisdom and skills. Our children will feel good about themselves, enjoy learning and achieving and become positive members of the community.

### Key findings

- This is a welcoming community where all are valued and respected. The vision that all will experience ‘life in all its fullness’ is deeply embedded in school and drives all decision making. Leaders are passionate about providing support and opportunities so that all in their care flourish. Not all of the recently appointed governors and middle leaders have received training in strategic leadership of a Church school. Governors do not always ensure that monitoring of the Christian vision effectively informs planning.
- The vision for enabling pupils to flourish and to enable others to grow shines through the systems in place to support vulnerable pupils. Pastoral care is a strength of the school. Leaders have invested in ensuring that teachers know their pupils well and provide tailored support to all individuals. Compassionate leaders are committed to supporting the mental health and wellbeing of pupils and staff.
- Joyful and reverent collective worship is a strength of the school. Adults and pupils speak positively about how it offers them an opportunity to reflect and make links to their own lives.
- The vision to ‘become positive members of the community’ is evident in the way pupils respond to RE, collective worship and current affairs to initiate a number of successful events to support others. They are proud of how they are listened to and encouraged to take the lead in acting as agents of change.
- Religious education (RE) is well led. It provides opportunities for pupils to engage in big questions and contributes strongly to pupils’ understanding of diversity and differences. The school is improving RE further as it develops a new scheme of work in RE.

### Areas for development

- Improve the effectiveness of monitoring and evaluation of the Christian vision by focusing on impact on pupils and adults. This is so that self-evaluation routinely feeds into development planning.
- Provide training for all leaders, including governors, to develop their knowledge and understanding of strategic leadership of a Church school.
- Provide support for staff in planning for the introduction of the new RE scheme to enable flourishing in RE.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### Inspection findings

The biblically based vision, for 'children to experience "life in all its fullness" (John 10:10)', permeates all aspects of this welcoming community. Leaders are passionate about ensuring that all pupils have equal opportunities to flourish and have taken decisive steps, including increasing staffing, to achieve this. Leaders, including governors, are ambitious to be the best that they can be in order to continue to develop the school. They have accessed external support to help them achieve this. However, not all recently appointed governors and subject leaders, have received training for their role in leading a Church school. Monitoring and evaluation of the vision do not always focus on impact. As a result, effective self-evaluation does not always drive improvement planning.

Inclusion and the desire for all to flourish, becoming the best they can be, is at the heart of this caring school. This includes flourishing socially, emotionally and spiritually, as well as academically. Each pupil is valued as an individual and great care is taken to get to know their needs so provision can be put in place to enable them to flourish. The considered financial decision, influenced by the vision, to have a non-class based assistant head, has impacted positively on provision. This enables her to work with pupils and families, develop individualised plans and also support staff to meet the needs of all. In response to the increasing number of pupils who have English as an additional language, leaders sought support and advice from North Yorkshire and implemented a range of actions that support these pupils in their learning and flourishing. Investment in new books to reflect the changing community and diversity in the world has been well received by pupils. Mindful of the importance of mental health to enable all to 'live life in all its fullness', leaders have accessed the Trailblazers project. Adults and pupils have benefited from the support of the mental health support worker. Through individual targeted work, activities with whole classes, and professional development for adults, leaders have provided opportunities to support wellbeing and enable all to flourish.

The vision to experience 'life in all its fullness' drives the broad curriculum which pupils enjoy. It is organised into strands of learning and big questions which challenge pupils to reflect, think and question the actions of themselves and others. They are particularly passionate about eco issues and how important it is not to destroy God's world. The unit of work with the linking school in Zimbabwe is skilfully woven into the geography curriculum. Not only does this support the geographical skills and knowledge of the pupils, but also helps them to understand issues around world hunger. Pupils recognise that poverty is also a local issue and they help by donating goods to foodbanks as well as supporting global charities like Christian Aid. The vision for 'enabling growth of knowledge, wisdom and skills' drives budget decisions. For example, the school has limited outdoor space for sports. To address this, leaders have established close links with local sports facilities and providers. As a result, pupils flourish through the quality coaching received.

Pupils describe school as 'a giant community' where all are welcomed. They feel that they have a lot of say in school as 'we are a democracy'. Freedom of speech is actively encouraged and promoted. As a result of this, they feel empowered to act. Pupils value the fact that their views are sought on new initiatives, such as the planning for the playground, and also on important policies like the new behaviour policy. Curriculum and collective worship offer opportunities to pupils to explore global issues, challenge their thinking and live out their vision by 'becoming positive members of the community'. For example, pupils independently organised a non-uniform day and collective worship in response to the situation in Ukraine.

Pupils feel safe in school and know that they can use the online facility to report anything which concerns them. They relate well to each other in work and at play. Pupils have a well-developed understanding of respect. They talk about the importance of treating people as you want to be treated. Pupils say that, when respect is shown, 'We feel good about ourselves.' They link this to the vision and say, 'We enjoy learning as a community.' They explain that 'life in all its fullness' includes being 'positive members of the community'. Pupil groups, including Digital Leaders, Wellbeing Champions and Play Leaders enable pupils to develop strong leadership skills. Pupils enjoy the responsibility and they are proud that they make a positive contribution to their school community.

Invitational collective worship is a strength of the school. It is valued by all as an opportunity to gather as a community to share, pray and reflect. Daily online worship during the pandemic provided support in school and at home. The opportunity to come together and pray was valued by both staff and families. Careful worship planning ensures that pupils gain understanding of Bible stories and the Christian values which are important to the school. In addition, pupils are inspired by Picture News which challenges their thinking about global and current issues. The school has a well-established liturgy, upon which all worship is based which celebrates the Trinitarian nature of God. Staff and pupils are confident leading worship due to the support this liturgy provides. Worship is inclusive and pupils of different faiths and world views are welcomed. Pupils are invited to join in prayers and all demonstrate respect. Signing when praying is another way in which worship is inclusive. The interactive nature of worship engages pupils and promotes discussion and thinking about how messages link to their own life and actions. Enthusiastic singing enhances worship.

RE is well led. The curriculum is planned to encourage pupils to question and engage in discussion. Pupils enjoy the opportunity to debate. They value that everyone is entitled to their own opinion and not judged by others. Through the carefully planned scheme, they are introduced to world religions and enjoy comparing beliefs and practices of different faiths. Professional development of teachers to deliver RE is a priority of the experienced leader. Training received from the partnership with the Diocese also makes a significant contribution. As a result, staff feel supported and more confident teaching RE. A new scheme of work is being introduced from September. Training remains an area for development to support these changes. This is so all staff can deliver high quality RE which contributes to the vision that 'our children will flourish'.

The commitment of leaders to the vision that pupils experience 'life in all its fullness' makes this a thriving community where all flourish.

### Contextual information about the school

Date of inspection	7 July 2022	URN	121590
Date of previous inspection	26 November 2015		
School status	Voluntary Controlled Primary	NOR	146
Name of MAT/Federation			
Diocese	Diocese of Leeds		
Headteacher	Diane Cooper		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is in line with national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is in line with national averages.		
Additional significant information (if needed)			
Inspector's name	Mary Connor	No.	C1805