

## National Society Statutory Inspection of Anglican Schools Report

### **Carleton Endowed Church of England Voluntary Aided Primary School**

Carleton in Craven

Skipton

BD23 2DE

#### **Diocese of Bradford and Ripon & Leeds**

LEA: North Yorkshire

Dates of inspection: 23<sup>rd</sup> January 2006

Date of last inspection: 6<sup>th</sup> – 9<sup>th</sup> March 2000

School's Unique reference number: 815 / 3354

Name of Headteacher: Mr Alan Baker

Inspector's name: Mr Peter Marsh

#### **Context of the school**

Carleton Endowed School is a community Church of England school which was founded in 1709. The original endowment was for four village boys. The founder set up a Board of Trustees to administer the estate of land in order to fund the school. The Trustees still administer the estate and provide the school with additional income.

Carleton Endowed C of E Primary School has 5 classes from Foundation to Year 6. The majority of children are taught in mixed aged classes. The headteacher has a 0.5 teaching commitment. The school takes children from a broad spectrum of social background. The majority of pupils come from the village of Carleton or the surrounding hamlets (60%) the remainder come predominantly from housing to the west of Skipton. Average attainment on entry to the school is slightly above average.

Though 20% of the children are registered as having Special Educational Needs only a small percentage (5%) have Statements of Educational Need.

#### **Summary Judgement**

Carleton Endowed School is a good Church school with many strengths. At its core is the uniqueness of every individual which is born from the strong Christian ethos which permeates the school. Children are taught through Christian values. There is a profound sense of patience, understanding, friendliness and genuine care which is shared between everyone within the school community. Through this care the school adequately rises to the challenges of its Mission Statement.

#### **Established strengths**

- The value placed on the uniqueness of every individual in the school community.
- The social, spiritual and moral development of the children in the care of all adults in the school.
- Acts of Collective Worship, which are valued by the children, are well planned and provide an inclusive learning experience which reflects the distinctive foundation of the school community.
- Pupils' attainment and progress in Religious Education is good.
- Good leadership which contributes significantly to the Christian ethos of the school.

#### **Focus for development**

- Involve foundation governors in the school's ongoing self evaluation procedures and raise the profile of RE within the school's Self Evaluation Form (SEF): consider the shared use of the Diocesan Self Evaluation Toolkit in this respect.

- Consider making the entrance vestibule a visible celebration of the school's Aided status.
- Continue to develop the work of embedding the new agreed RE Agreed Syllabus into current schemes, plans and assessment procedures.
- The school's Assembly is clearly an 'Act of Collective Worship' and, rather than 'Assembly', should be referred to as such. The lighting of a candle would encourage the acknowledgement of Collective Worship as being different to an assembled gathering. Celebrating the theme via posters around school and sharing letters to parents would help extend the Collective Worship focus.

**How well does the school, through its distinctive Christian character, meet the needs of all learners?**

Through fulfilling its stated aim of treating every child as a unique individual the school makes good provision to meet the needs of all learners. The Christian relationships that exist between members of the school community enable the children to feel valued, secure and cared for. The children's School Council provides the children with a forum for resolving issues and taking responsibility. Matters of discipline are handled with sensitivity and understanding. The children are taught through Christian values and their spiritual, moral and cultural development is good.

**The impact of collective worship on the school community is good.**

Collective Worship occupies an important place in the life of the school and is a key element in its Christian witness. Acts of Worship are well planned and consistent with the school's distinctive and inclusive foundation. Records of Worship are maintained by the children. Worship, which is consistently and recognisably Christian, is presented in a variety of ways and through different providers. The children show good attitudes to Collective Worship and refer to this time as '*a time to be with God*'. Good links with the local church are maintained through the incumbent's popular Friday morning Collective Worship sessions and the end of term Communion Service, which takes place in the local Church. Are foundation governors involved in planning, monitoring and evaluating collective worship?

**Religious education is good.**

The Governors, headteacher and staff recognise the distinctive and inclusive importance of Religious Education in the school. This is reflected through time allocation, planning and pupil attainment and understanding. The RE Co-ordinator provides good support to colleagues. Realistic developments for RE are included within the School Improvement Plan. Scrutiny of work evidences learning and attainment to be good. The children can talk confidently about faith differences (Muslim, Hindu and Judaism) and the importance of the need to learn about other faiths. The school needs to consider strategies for self evaluation which involve the foundation governors

**The leadership and management of the school as a church school are good.**

The quality of leadership contributes significantly to the success and popularity of the school. The Christian purpose is clearly expressed through the school's Mission Statement, prospectus, website and communication with parents. Foundation Governors are aware of their responsibilities and, through visiting class bases and discussions with staff, are involved with the monitoring, evaluating and developing the Christian dimension of school life. The established biennial parental questionnaire will continue to ensure stakeholders involvement in this self evaluation process. Parents are appreciative of the distinctive Christian qualities of the school, which enables learners to flourish as unique individuals.