

## National Society Statutory Inspection of Anglican Schools Report

### South Kilvington Church of England Voluntary Controlled Primary School

South Kilvington,  
Thirsk,  
North Yorkshire,  
YO7 2LR

**Diocese: York**

LA: North Yorkshire

Dates of inspection: 3-05-06

Date of last inspection: October 2000

School's Unique reference number: 121516

Headteacher: Mrs. L. R. Taylor

Inspector's name and number: NS129 Mr. J.W. Bradley

#### School context

South Kilvington Church of England School is situated in the village of South Kilvington, close to Thirsk. The school serves the village, but there are a considerable number of applications for places from outside its recognised catchment area, particularly from parents of children with learning difficulties. The majority of the children are white British and no pupil is in the early stages of learning English as an additional language.

#### Summary Judgement

South Kilvington C.E. Primary is a good Church School with some outstanding features. Headteacher, staff and governors all view Church School status as an extremely important part of the school's distinctiveness. The atmosphere created in the school, both by the high quality of relationships and the Christian displays all around the building, is that of a school where everyone matters and is cared for. Parents choose it because of the strong Church School ethos linked to its skill in dealing with children with problems.

#### Established strengths

- The high quality of relationships, based upon Christian principles, evident in the school.
- The atmosphere and impact of Collective Worship.
- The impact of R.E. on whole school ethos.

#### Focus for development

- More detailed planning of both the content and delivery of Religious Education.
- Development of a more detailed approach to the planning and recording of Collective Worship.
- Further development of self evaluation by Governors.

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

The school meets the needs of its learners in an outstanding way. The quality of relationships observed in this school, clearly based upon the Christian principles of love, with care and integrity for others, create for all learners an atmosphere where they can truly thrive. Staff and governors are very much aware of their role, in respect of their Church School status, by making all feel that they matter. Children and parents speak very highly of the school and how they feel encouraged and nurtured. Their views are encouraged and listened to and when this is combined with the outstanding quality of Christian displays, all really know that they attend a Church School. The School Council is effective, with all children, including those with SEN, being well represented. The headteacher provides outstanding leadership with respect to the development of a Christian ethos and is well supported by staff and governors. Parents clearly state their support for the school in these aspects of its core purpose.

#### What is the impact of collective worship on the school community?

Collective Worship has a good impact upon the school community. The atmosphere created for Worship, in a far from ideal space, is outstanding. From beginning to end

there is a sense of something special taking place. Focal points, music and prayer are all well used to create a suitably reverential atmosphere and the use of older children helping with all aspects of its organisation makes all pupils feel special. Children state they enjoy the Worship and it then has impact upon the atmosphere created in the school at all other times, with very good behaviour, courtesy and care for others being visibly part of school life. Good use is made of two parish churches in both attendance and displays to emphasise Anglican status. The intention now is to produce more detailed planning and evaluations, based upon a clear thematic approach which will assist the presentation and delivery of worship. The incumbent is already involved in some monitoring and these improvements will assist his role.

#### **How effective is the religious education?**

The impact of RE is good. Some very good teaching and learning was observed relating to other faiths and the children clearly enjoy the range of experiences offered to them for example in their Hindu Dance and related artwork. Links were made with the pupil's own lives to add both a spiritual and moral dimension to the learning. R.E. is central to the curriculum in this school and although work on planning is currently in a transitional stage, the impact of the subject is evident in the school. The links to the school's ethos are very clear both in excellent displays and artefacts, plus the care for others evident throughout the whole school. Older children know about their own faith through good use of Bible stories and Christian ceremonies. Children learn about other faiths through the effective use of a wide range of artefacts and resources which stimulates their interest. This interest and learning finds expression in high quality art, poetry and extended writing.

#### **How effective are the leadership and management of the school as a church school?**

The leadership and management of the school as a church school are good with some outstanding features. Church School status is very important to the headteacher and governors, with both the incumbent and Chair working well as 'critical friends' to move the school forward. The headteacher has led the governors to consider 'What makes our school so special?' and as a result governors are beginning to concentrate far more on self-review and evaluation, which includes their role in a Church School. Parent's views are actively considered by the use of an annual questionnaire and the school is well supported and encouraged by them. Links with its church are strong and seen by all to be important in developing the ethos. This is a school with the desire and capacity to move forward, with a strong Christian ethos being at the centre of its work for children.

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