

## National Society Statutory Inspection of Anglican Schools Report

### Christ Church Church of England Voluntary Controlled Primary School

Craven Street  
Skipton  
BD23 2AP

**Diocese: Bradford, Ripon and Leeds**

Local authority: North Yorkshire  
Dates of inspection: 16.10.07  
Date of last inspection: 07 – 11.11.03  
School's unique reference number: 121590  
Headteacher: Mrs Helen Davey  
Inspector's name and number: Meg Cooper 438

#### School context

Christ Church serves the areas of Keighley Road, Burnside, Carlton Park and Broughton Road in the market town of Skipton. The majority of learners are White British. The number eligible for free school meals and having special educational needs is above national average. There is a transient population including travellers' children. The school is currently without their part time deputy as she is on maternity leave.

#### **The distinctiveness and effectiveness of Christ Church as a Church of England school are good**

The school has an ethos of care and respect embedded in Christian values. The headteacher has a clear vision that has been shared with all stakeholders in order for learners to develop their independence.

#### Established strengths

- The inspirational leadership of the headteacher who has a clear vision for school development and improvement, based on accurate school self evaluation
- The partnership between the school and church.
- Care and respect extended to all stakeholders.
- Empowerment of the learners in conflict resolution.

#### Focus for development

- Make more use of visual symbols to encourage spiritual development and to provide more explicit evidence of the school's Christian character.
- Clarify whole school understanding of collective worship as a special time, in order to increase its impact.
- Embed the monitoring and evaluation system for collective worship led by foundation governors in consultation with the leadership team.
- Extend self-evaluation strategies to include church school review.

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

Each learner is clearly valued and individual needs are recognised and addressed within a supportive Christian ethos. Learners have good levels of self esteem and independence. Work done in school has enabled them to look back to their early childhood and then look to the future and be able to voice their hopes and aspirations. Learners state that they enjoy their work and say that the new way of signalling to their teacher whether they were still thinking, or have an answer, is helpful and fun. Learners possess

a positive sense of self, and normally seek to apply faith based moral values to decisions and actions. The behaviour management system of conflict resolution is enabling learners to deal with their own issues. They can act independently rather than immediately involving staff. Using the words 'Stop, I don't like it when you do that' gives the learners a known recognised framework. Staff are all trained to give further advice and facilitate mediation. Learners are secure and happy, learning to leave any trauma behind, through the Christian values of fairness, reconciliation and forgiveness. This is supported in circle time by the use of SEAL materials. The school uses its Christian character to extend the spiritual, moral, social and cultural development. Arts week is held annually focusing on a country. Art, music, beliefs and cultures are explored through cross curricular work and visitors to school. The displays in school are of a high quality and give effective support to general learning. Parents feel that the staff team and headteacher work with them, and that the spiritual aspect of the school is enhanced by the commitment of the vicar of Christ Church. They state that the headteacher leads by example and that the distinctive and inclusive ethos of the school is demonstrated by the Christian value of tolerance. Parents of different faiths state that the school appreciates other faiths and that the emphasis is on a broad education and respect. They feel that there is a trust between them and the teachers. They welcome the Open Door policy of the headteacher, appreciating that even with her teaching commitment, she always makes time. The school supports a number of charities including the education of Damolu, a boy from Nigeria. The school has achieved a number of national awards including the SEN Quality Mark and is strongly committed to sports and games development in spite of having no grounds and tiny playgrounds. There is a wide range of extended schools' provision that enhances the policy of every child matters. There is a picture of the church in the entrance and a wire sculpture produced by an interschool project, but the school could further promote and extend opportunities for visual symbolism.

#### **The impact of collective worship on the school community is satisfactory with good features**

Learners enjoy collective worship and talk about it with interest. They are able to talk about the key Christian festivals and the church year. The worship is distinctly Christian and supports the school's Anglican heritage. The school's policy for worship is implemented and acts of worship are planned on a two year cycle by the headteacher as collective worship leader and the vicar of Christ Church. A monitoring and evaluation procedure has been introduced this term. Although this is not, as yet, embedded, the next steps for church/school improvement have clearly been identified in the School Strategic Plan. The headteacher has a clear grasp of what needs to be done to deepen learners' understanding of worship as a special reflective time so that the impact of collective worship will be greater. Worship takes place in the hall on four days with the fifth being class worship. On Fridays, 'Good News Assembly' takes place where there is a short collective worship followed by an assembly for a class to lead and share achievements. Parents speak highly of the occasion and are encouraged to attend and take part. A table is placed in a central position for collective worship and a coloured cloth denoting the time of the church year is placed upon it with a candle and a cross. There is a collective worship board with the theme, the Lord's Prayer and the prayer of St Richard. Most learners can recite the Lord's Prayer and prayer is extended to other times of the day, Grace at dinnertime and an evening prayer before going home. Teaching staff are present and take part as worshippers. Stakeholders, including governors, staff, parents and learners respond positively to the worship provided by the school and respect each other and other people's beliefs and cultures. The school is indeed fortunate to have a very close link with Christ Church and the vicar. He is highly committed to the school's spiritual life. He takes weekly worship and runs monthly MASSIVE (Monday activities, songs, stories in the evening) club with the headteacher. He provides a Toddler/Praise group in church for young families in the area, and Christmas and Easter workshops. He welcomes the learners to church for religious education lessons for special services at Harvest, Christmas, Shrove Tuesday and Easter. The partnership of the church and school is a real strength with members of the congregation working in school as Christ Church helpers.

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

The headteacher provides a strong lead and has the ability to inspire and motivate all in school. She has a clear strategic view about school improvement based on evidence drawn from school self-evaluation. This has had a positive impact on attainment and achievement. Parents and learners speak very highly of the headteacher and the fact that the vision statement is lived out daily through human values. The acting deputy headteacher has brought much needed support to the leadership team and

her commitment to the headteacher and the team is excellent. Governors have increased their awareness of what is happening in school through regular communication. By being responsible for a School Strategic Plan target governors are able to work more closely with staff. Foundation governors are taking a more active role and are beginning to address evaluation of worship. The school has recently obtained newly produced diocesan 'Supporting Church School Evaluation' materials and using these would open a shared dialogue between the governing body and staff and offer ways forward in developing a whole school approach to monitoring church school effectiveness.

SIAS report October 2007 Christ Church, Skipton, BD23 2AP