

National Society Statutory Inspection of Anglican Schools Report

Gargrave Church of England Voluntary Controlled Primary School,

Neville Road

Skipton,

BD23 3RE

Diocese: Bradford and Ripon and Leeds

LA.: North Yorkshire

Date of inspection: 8th December 2006

Date of last inspection: 4 - 6 February 2002

School's Unique reference number: 815 / 3285 121599

Name of Headteacher: Mr Paul Duke

Inspector's name with National Society inspector's number: Peter Marsh (345)

School Context

Gargrave C of E (VC) Primary is a rural school close to the town of Skipton. The school, which has 118 pupils, serves a wide mainly rural catchment area. The school, which was built in the 1970's, is well maintained with extensive grounds backing onto the Leeds/Liverpool Canal. The school draws a diverse mix of pupils from farming and higher level executive with a significant number of children from local authority housing association housing. (169/329 National Statistics for Deprivation) 22% of the children come from single parent families. Free school meal uptake, which stands at 8%, is lower than eligibility numbers would suggest. Only 3 children in the school come from ethnic minority backgrounds. Pupils are taught in 5 class bases. Pupil numbers necessitate the need to teach some pupils in mixed aged groups. The school has recently become involved in North Yorkshire's Intensive Support Programme which has been embraced as a tool for advancing the quality of teaching and learning throughout the school.

Summary Judgement

The distinctiveness and effectiveness of Gargrave School is good with care and support of pupils being a particular strength. At its core is a Christian ethos, which permeates school life and there is a strong sense of responsibility for self and respect for others.

Established strengths

- The school's honest self evaluation which correctly identifies strengths and areas for development.
- The pastoral care of pupils which values and respects individuals and promotes the social, spiritual and moral and personal development of pupils enabling them to develop their own sense of responsibility towards others.
- The strong relationships with the community and local parish church of St Andrew's and other local denominational branches of the Christian church.
- Acts of Collective Worship, which are valued by the children, provide an inclusive learning experience which reflects the distinctive foundation of the school.

Focus for Development

- Extend links with other communities to enable children to learn about, with, and from children of other faiths and cultures.
- Ensure that Foundation Governors are proactive in exercising their roles and responsibilities in encouraging, monitoring and promoting the school as a church school.
- Use accurate terminology to describe acts of Collective Worship.
- Ensure that distinctive Christian symbols are celebrated in all areas of the school building to extend impact.

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

The school's self evaluation indicates that the pastoral care of pupils is a strength of the school and the inspector supports this view. Christian values have a demonstrable impact on the social, spiritual, moral and personal development of pupils. Virtually all learners commented on how they felt valued and special and could quote examples of how they were treated with justice, equality

and with respect. All pupils expressed a great pride in their school. The children's School Council provides the children with a forum for resolving issues and taking responsibility, for example all children commented on the positive impact the new playground toys, bought by the school council, have had on playtime behaviour and enjoyment. Matters of discipline are handled with sensitivity and understanding. Evidence of the school's distinctive Christian character is evident through; the stated aims of the school, the celebration of the cross in the entrance area and through the very positive relationships which exist between staff and with pupils at all levels. However the distinctive visual impact of Christian symbols is not currently celebrated in all areas of the school building. Although the school is rural in nature, it needs to be proactive in establishing links with other communities to enable children to learn about, with, and from children of other faiths and cultures.

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

Acts of Collective Worship are carefully planned, children being able to recall and relate themes that had been taught across the term. Worship is consistently Christian and honours the Anglican tradition with the school having excellent links with St. Andrew's Church and other local denominational churches. Although some distance away from the school, the Parish Church is used for Harvest, Mothering Sunday and a Y6 Leavers' Service each academic year. Acts of Collective Worship are fully inclusive and invite children to respond at their own level. There is evidence of the advancement of religious understanding through worship. Collective Worship involves children's in a meaningful approach to prayer which includes time for reflection. Children commented on their enjoyment of Collective Worship and feel especially positive about worship led by the vicar of St Andrew's and also for Celebration 'Assembly'. One child articulated the importance of Collective Worship as '*a time to think.*' The school needs to celebrate its Christian Foundation by consistently describing this area of the curriculum as Collective Worship rather than 'Assembly.' School self evaluation accurately indicates that currently, Foundation Governors are not sufficiently involved in fulfilling their monitoring responsibilities for Collective Worship.

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

The distinctive Christian vision is evident through the school's documentation e.g. School's Aims and Prospectus. The Headteacher articulates a Christian Vision for the school. This vision is ably supported by the Chair of Governors who, as the Parish vicar, promotes the school's Trust Deed and provides pastoral and spiritual links between the Parish and the school. The school has highly effective, productive and supportive links with the local church community. The school's support of community via its' open door 'policy and its support of local and national charitable fund raising events is an exceptional feature of the school's outreach and demonstrates the distinctive nature of the school as a church school. The school has effective self evaluation procedures which take into account the views of all stakeholders. Discussion with parents suggests the school's approaches to promoting a happy, caring environment is much appreciated. There is currently a vacant Foundation Governor's post. The leadership and management of the school is clear that when this vacancy is filled, Foundation Governors will need to continue to advance a more proactive role in their monitoring and evaluation duties.