

National Society Statutory Inspection of Anglican Schools Report

Killinghall Church of England Voluntary Controlled Primary School

Otley Road
Killinghall
Harrogate
North Yorkshire
HG3 2DW

Diocese: Ripon and Leeds

Local authority: North Yorkshire
Dates of inspection: 11th January 2007
Date of last inspection: 15th October 2001
School's unique reference number: 121569
Headteacher: Mrs Shona Watson
Inspector's name and number: Meg Cooper 438

School context

Killinghall Church of England School is a village school serving the surrounding area and parts of Harrogate. All children are White British and there are no children from ethnic minority groups. The number of children eligible for free school meals is below the national average as is the proportion of pupils with learning difficulties.

The distinctiveness and effectiveness of Killinghall as a Church of England school are satisfactory with some good features.

It has a strong ethos of care and respect embedded in Christian values. The school's commitment to improvement is evident through the staff and governors' understanding of the Headteacher's vision.

Established strengths

- Positive relationships between staff and children.
- Care and respect that is extended to all stakeholders.
- The Christian principle of inclusion is identified as a key part of the school's practice

Focus for development

- To further develop the monitoring and evaluation system for Collective Worship led by Foundation Governors in consultation with the Collective Worship leader and the Headteacher.
- The Leadership Team to continue to develop strategies to encourage wider whole school participation in Collective Worship to extend and enhance its impact.
- Embed systematic self evaluation strategies to enhance the school's distinctiveness within the wider school community

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

Each child is clearly valued and the needs are recognised and addressed within a supportive Christian ethos. The pupils have good levels of self esteem and independence whilst understanding the needs of others. Older pupils state that teachers make learning fun and they enjoy the opportunities for 'hands-on' learning. Pupils feel safe and any conflict is dealt with promptly and fairly by staff in the spirit of forgiveness and reconciliation. Parents speak highly of the school as an 'environment where anyone and everyone can care'. They like the family atmosphere that is welcoming and encourages pupils to be themselves. They speak of the Christian 'template' that encourages the non judgemental attitudes adopted by staff. There is evidence of the school's Christian character in the Hall, entrance and some classrooms through symbols and stimulating art work. The school is the focal point for the village, drawing in the community, church and chapel for joint events such as the successful Community Day and Bonfire Night. The school supports charities globally and locally and

was part of the team that developed the Glebe land for the children.

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

The worship provided evokes willing participation and positive interaction from those present. The majority of pupils behave well and show respect during worship. Most learners understand the importance of worship and the key Christian values that the school promotes. The new leader for Collective Worship has ensured the implementation of the policy and has worked hard incorporating the SEAL materials into the Collective Worship themes. A Record and Evaluation sheet has been introduced that is used by staff to evaluate their delivery. Thought has been given to the distinction between Collective Worship and Assembly and a strategy is in place, but this aspect needs to be reviewed in order for pupils and staff to be clear about the differences. A Sharing and Celebration Assembly takes place on a Friday and parents are invited half termly to join. A Foundation Governor attends Collective Worship weekly. The Collective Worship leader has plans to include feedback onto the Record and Evaluation sheet. However, currently, systems for monitoring reviewing and evaluating Collective Worship are not fully embedded. There are good links with the Methodist Chapel with the minister coming into school leading Collective Worship monthly and working with pupils, most notably on a 'Recipe for Prayer'. Many families attend the chapel and a number of pupils attend Sunday School. The link with St Thomas' Church through the vicar and the Foundation Governor facilitates joint events with the school and chapel to celebrate festivals of the church year. The vicar also leads Collective Worship half termly. Pupils respond appropriately to opportunities for prayer – at lunchtime and at the end of the day – and account is taken of the needs of those from no faith backgrounds.

The effectiveness of the leadership and management of the school as a church school is satisfactory with some good features.

The Headteacher has communicated the vision for school improvement to staff and they are confident about their part in this process. There is some involvement in school by other faith groups and this is an area that governors are keen to expand by linking to schools serving different cultures and faiths. The Headteacher has a good working relationship with the governing body and the Chair is pro-active and highly committed to the inclusive nature of the school. The excellent relationship between the vicar and Methodist minister is a real strength for the school. They share the view that "The church is the basis from where we come out and we bring the teaching to the children". Stakeholders speak confidently about the school and state that the Headteacher has been a key player in developing community spirit. However, the leadership and management team, including foundation governors, need together to consider strategies for developing a more rigorous and challenging approach to the systematic self evaluation of the school as a church school.