

National Society Statutory Inspection of Anglican Schools Report

Knottingley Church of England Voluntary Controlled Junior and Infant School

Primrose Vale,
Knottingley,
West Yorkshire
WF11 9BT

Diocese: Wakefield

Local authority: Wakefield

Dates of inspection: 24 July 2007

Date of last inspection: 27 – 28 January 2003

School's unique reference number: 108183

Headteacher: Mrs Julie Sandham

Inspector's name and number: Jeffery Plumb 248

School context

This larger than average school draws pupils from an area of social disadvantage. It offers part-time nursery provision for up to 52 children. An average proportion of pupils are eligible for free school meals. Almost all pupils are of White British heritage and nearly all speak English at home. The proportion of pupils who have a statement of special educational needs is in line with the national average, although fewer than average have learning difficulties and/or disabilities. The school is part of the Excellence in Cities Community Cohesion Project and is part of a learning network of schools. The school achieved the Basic Skills Quality Mark (2004) and Healthy Schools Award. It has maintained Investors in People status since 1999.

The distinctiveness and effectiveness of Knottingley Controlled Junior and Infant as a Church of England school are good with outstanding features.

This is a good church school with a number of outstanding features. The headteacher has created a culture in which Christian love pervades every aspect of the school's life. This is aptly summed up by parents who say, 'This school teaches our children to care; they are nurtured to be more sensitive to other children'.

Established strengths

- The quality of care within the spirit of Christian love is outstanding.
- Pupils' outstanding spiritual, moral, social and cultural development reflects the wealth of rich experiences and strong modelling from adults within a distinctive Christian culture.
- Achievement of all pupils is good because of high quality teaching which is challenging and makes learning fun.

Focus for development

- Ensure that there is a robust structure in place for the foundation governors to regularly support and challenge the headteacher about what it means to be a distinctive church school.
- Implement a system for monitoring collective worship which takes account of pupils' views and use what they say to further improve its quality.

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

Pupils' needs are exceptionally well met. The emphasis on removing pupil's barriers to learning by building their confidence and self-esteem reflects the Christian character of this school. Achievement is good for all pupils, including the most vulnerable, because the Christian love they receive enables them to believe that they have the capacity to succeed. The quality of care and support pupils receive is excellent. The school successfully enables pupils from Christian families to grow in their faith. Pupils from non-Christian family backgrounds are treated with equal dignity and respect. Behaviour is excellent. The Christian

values held by the headteacher are shared by all staff and contribute to pupils' spirituality. Pupils say, 'We understand the importance of prayer in this school'. In particular they say, 'We must forgive and respect those who are nasty to us'. Through a good curriculum, tailored to their needs, pupils are equipped to adopt a healthy and safe lifestyle. Their voice is listened to. Through the development of class mission statements they take ownership of an exceptionally positive learning environment throughout school. Pupils are happy, safe, enjoy school and have overwhelmingly positive attitudes to learning. They love their lessons because they are challenging and fun. Wonderful sport and music opportunities are provided for them through a rich range of after school clubs. Pupils' spiritual, moral, social and cultural development is outstanding

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

Worship lies at the heart of this school and makes a valuable contribution to pupils' spiritual development. It is effectively planned and meets statutory requirements. Themes are skilfully crafted to meet both the requirements of the social, emotional and literacy curriculum (SEAL) and the church liturgical calendar. The local vicar and Methodist minister are actively involved in leading school worship, but their participation in shared planning with the school is limited. Pupils enjoy joining in significant worship celebrations in the parish church such as Christmas and Easter. These services are also greatly appreciated by parents and carers, who value the link with the parish church. Pupils enjoy the acts of worship, particularly listening to Bible stories and singing songs. Many strategies are used to engage pupils in the acts of worship such as the use of *'talk partners'* to support them in reflecting on the message in the Bible reading. Key festivals in faiths other than Christianity are celebrated, thus showing respect to the few minority ethnic pupils in the school.

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

Leadership of the school as a distinctive church school is good. The headteacher thinks strategically and ceaselessly about how that distinctiveness can be improved. Robust self-evaluation has identified the need to put a system in place to monitor and evaluate the quality of collective worship, but there is not yet a decisive action plan in place to achieve this aim. A recent review of the school's mission statement and aims triggered by an effective governing body, involving the Diocese, has resulted in the governors thinking deeply about what it means to be a church school. However, the foundation governors have not to date been sufficiently robust in challenging the senior leadership team about what distinctiveness as a church school means in relation to all of the initiatives it has to manage. A recently introduced and regular monthly meeting when the foundation governors meet with the headteacher has been put in place to improve this situation.

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