

National Society Statutory Inspection of Anglican Schools Report

North Ferriby Church of England Voluntary Controlled Primary School

Church Road

North Ferriby

HU14 3BZ

Diocese: York

Local authority: East Riding of Yorkshire

Dates of inspection: 7th November 2006

Date of last inspection: 26th-29th June 2001

School's unique reference number: 117985

Headteacher: Miss Anne Goforth

Inspector's name and number: Michael Brammer No 193

School context

North Ferriby Church of England School has 263 pupils on roll. It occupies two sites on either side of a road and is close to All Saints' Church. The number of pupils entitled to free school meals is much lower than average. The proportion of children with special educational needs is below average.

The distinctiveness and effectiveness of North Ferriby Primary as a Church of England school are good.

Its ethos is clearly based on Christian values of respect, caring and love for others. These are effectively promoted by all concerned with the school and underpin the pupils' good personal development. Pupils' achievement is satisfactory and reflects the development of monitoring systems in the school.

Established strengths

- The distinctive and inclusive Christian ethos is shown by very good pastoral care for children and staff.
- Pupils are independent, confident and well behaved and have a real concern for the welfare of others.
- Good quality acts of worship contribute significantly to the pupils' spiritual, moral, social and cultural development.
- Church and school have a good and mutually supportive relationship.

Focus for development

- The school should work with foundation governors and other stakeholders to monitor and evaluate everything that underpins the Christian foundation of the school.
- Increase the impact of religious education by putting in place effective systems to assess pupils' work and to monitor teaching.
- Develop systematic monitoring of collective worship to increase its impact on the children.

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

The impact of Christian values on personal development and progress is good. This is evident when pupils talk to visitors in a friendly and confident manner about their school. Pupils are concerned about how other children feel, for example if pupils are standing by a 'buddy pole' because they have no one to play with, then others would respond. One pupil talked about how the school gradually teaches the rules of life, with more being expected as they grow older. Staff are good role models for the children and this is seen through the consistently understanding way in which they talk to pupils. Parents are very positive about the way in which their children are cared for. The spiritual, moral, social and cultural development of the pupils is good because of opportunities in lessons and in the wide range of extra-curricular activities. Circle time promotes self-esteem and gives pupils confidence to

speak in front of others and form their own views. The thoughtfulness of pupils is shown by the way in which they organise and take part in events to help others like the Samaritans' Purse Christmas Child Shoe Box appeal. In this atmosphere children who have special educational needs do well. There are good displays throughout the school that support the teaching of religious education and underline the school's Christian character. Governors and staff, using the Diocesan toolkit, highlight the importance of monitoring the effectiveness of the school as a church school more closely.

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

Acts of worship are well planned and linked to the seasons of the church year. Children are positive about daily acts of collective worship and look forward to them as they provide good opportunities for reflection. One child explains the respect that they have for the vicar, when he leads worship, by saying that he gives them good ideas to carry on with in life and that teachers do the same. Another pupil, after helping to lead an act of worship that focussed on fair trade, comments that she has learned how what she buys affects people in other parts of the world. The school has close links with the local church. Some acts of worship take place there, which reinforces the Anglican heritage. All teachers and pupils are involved in leading worship and parents support their children well. The importance of worship in the life of the school is emphasised by the prayers that are said in class at the end of morning and afternoon sessions. Music is important in worship and the school choir leads singing in school and in some services at the church. Systematic monitoring of worship will enable the school to increase its impact further.

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

The headteacher, deputy headteacher and the foundation governors have a clear Christian vision for the school that is evident in the Mission statement. This results in a very caring environment with good pastoral support for children and staff. Pupils feel valued and say that any problems are quickly dealt with. Parents appreciate the fact that staff always have time for their children and this contributes positively to good personal development. There are good links with the local church and community. A recent example was a well-attended service held in the Parish Hall that connected church, school and village as part of the Open Gardens Day. The impact of the teaching of religious education is satisfactory. This is evidenced in the pupils' attitude to the subject and in their lack of confidence when talking about what they have been taught. Systems to monitor and assess the children's work are under-developed. A strength of religious education is the visits that are made to local places of worship and to York Minster, Durham Cathedral and Lindisfarne Priory. These extend the pupils' experience and contribute well to their spiritual, moral, social and cultural development.