

National Society Statutory Inspection of Anglican Schools Report

Tockwith Church of England Voluntary Controlled Primary School

Southfield Lane
Tockwith
York YO26 7RP

Diocese: York

Local authority: North Yorkshire
Dates of inspection: 21. 10. 08
Date of last inspection: April 2005
School's unique reference number: 8153278
Headteacher: Mrs. Mary Lumley
Inspector's name and number: Mrs. Shiela Ford 320

School context

The school is an average sized school of 168 pupils, serving the village of Tockwith and neighbouring villages. The proportion of children entitled to free school meals is well below average. The majority of pupils are White British with no pupils speaking English as an additional language. The school was extended in 2006 to include three new classrooms which have considerably improved facilities.

The distinctiveness and effectiveness of Tockwith Primary School as a Church of England VC school are good

The Christian values set out in the school's Aims Statement are clearly demonstrated by the leadership, staff and management in their caring concern for the well being and development of each pupil. This in turn is reflected in the attitude and behaviour of pupils towards each other, towards other members of the school community, and towards those less fortunate than themselves. The comprehensive and successful inclusive policy of the school is reflected in the individual achievements of its pupils.

Established strengths

- The excellent opportunities provided by the school for the development of pupils' sense of caring and responsibility towards others.
- The wide range of activities available for pupils to encourage the development of the 'whole child'.
- The inclusive ethos of the school.

Focus for development

- The provision of a formal structure to facilitate the regular monitoring, evaluation and development of collective worship..
- The provision of a cohesive policy to promote opportunities for spiritual, moral, social and cultural development.
- The development in collective worship of some aspects of the Anglican tradition.

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

Learners of all abilities feel valued and special. The school's commitment to the development of Christian values, such as love and care, is reflected in all areas of school life. These values impact on the exemplary attitudes and behaviour of pupils and staff. The inclusive ethos of the school ensures pupils with special needs are well supported by both staff and other pupils. The various interests of pupils are well catered for in school and in the many out of school activities provided. Pupils feel they have an important part to play in decision-making and in helping with various projects in school, such as the setting up of an eco-area around the pond. Sharing activities such as circle time encourages pupils to talk openly and honestly about topics and concerns and develops their sense of self-esteem and responsibility. Relationships within the school are very good and the strong team ethos is an excellent example for pupils. There are some thought provoking displays around the school which reflect the Christian ethos, including topics studied in religious education. Opportunities for the spiritual, moral, social and cultural development of pupils occur in many areas of school life, including collective worship, religious education and circle time. However, there is at present no school policy in place to ensure that spiritual, moral, social and cultural development is a planned and integral part of the curriculum.

The impact of collective worship on the school community is satisfactory

Acts of worship are consistently well planned and offer variety with regard to themes and visitors who lead, for example the local Methodist minister as well as the Anglican curate. Although worship is an integral part of the week, it is not yet central to the life of the school. For example, not all staff attend the various worship sessions. Pupils enjoy worship. They recognise that an 'assembly' becomes an 'act of worship' when the candle standing next to the wooden cross is lit. They like the 'calm feeling' this creates. They also like the music played as they enter and leave the hall which 'makes it special'. During collective worship pupils are totally involved and enjoy participating in drama, singing and 'quiet times'. They say they would also sometimes like to share their thoughts during this time. Although pupils are keen to plan and lead worship there is currently limited opportunity to do so. Pupils and parents enjoy worship in the church at certain times but there is little content within school worship of elements of the Anglican tradition. The leadership and management have recently drawn up a new worship policy but there are currently no related strategies for the monitoring or evaluation of worship with consequent linking to the school's development plan. The headteacher/collective worship co-ordinator has attended a diocesan collective worship course and other members of staff would now benefit from similar training.

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

The leadership and management of the school work as a team to support its Christian ethos. Relationships between leadership, staff and management are excellent. Teamwork is an essential ingredient in all aspects of the decision making process and all staff are involved and feel that their views are taken seriously and acted upon. The leadership of the headteacher contributes significantly to the success of the school. This is a very important influence on the caring attitudes and excellent behaviour of the pupils. Her strong leadership skills have enabled a dedicated staff team to flourish and work in close partnership with governors and the local church community. School documentation clearly expresses the school's Christian values. The school demonstrates strong, fully supportive links with the local church community and diocese by taking part in services, visits to York Minster, and using the church for RE and collective worship. Foundation governors play an important role in maintaining a strong link between the church and the school. They ensure that the church magazine is available in the school and items from the local church are included in the school's newsletter to parents. Members of

staff feel valued and supported by leadership and management. Parents are very supportive and overwhelmingly positive about the school's caring and inclusive ethos. They feel totally welcome to come in and help or discuss a problem at any time. The school has an important and respected role in the local community and parents describe this as one of its strengths.

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