

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Crayke Church of England Voluntary Controlled Primary School

Easingwold Road, Crayke, North Yorkshire, YO61 4TZ

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| Current SIAMS inspection grade | Outstanding |
| Diocese | York |
| Previous SIAMS inspection grade | Outstanding |
| Local authority | North Yorkshire |
| Date of inspection | 9 March 2018 |
| Date of last inspection | 8 February 2013 |
| Type of school and unique reference number | VC Primary 121484 |
| Headteacher | Andrew Buttery |
| Inspector's name and number | Jane Kent 873 |

School context

Crayke Primary school is a small school serving the largely rural area of Crayke and nearby villages. The proportion of learners eligible for pupil premium funding is well below national as is the proportion of children with SEN support. The school falls within the lowest deprivation indicator. The head teacher took up post in 2014. Since that time all teachers have changed except the assistant head teacher. The head teacher is currently the Executive Headteacher of Crayke and Sutton on the Forest Church of England schools.

The distinctiveness and effectiveness of Crayke Primary as a Church of England school are outstanding

- At Crayke Primary school there is a significant and universal commitment by all members of the school community to uphold the Christian character and Christian values of the school in order that every child should flourish as a unique child of God.
- Positive relationships between the school members, regardless of role or position, and the deep sense of joy and love created by them provides security and nurture for every child and adult.
- Families voice considerable respect for the distinctive character of the school. Relationships with the school and church are highly valued by all.
- Leaders ensure the Christian vision of the school informs and impacts on the whole curriculum resulting in rich and inspiring provision that supports children's personal, spiritual, moral and cultural development as well as their academic achievement which is consistently high for individual learners.
- Children's engagement in the leadership of the school as young leaders in a variety of roles is highly regarded and contributes well to the school's distinctive Christian character.

Areas to improve

- Broaden children's experiences of Christianity as a multi-cultural world faith and their understanding of the diversity of Christianity.
- Ensure pupil leadership of collective worship is equal to pupil leadership of other areas of school life.

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

The distinctive Christian character of the school contributes significantly to all areas of school life. It is central to every learner achieving well personally, spiritually, morally and intellectually. The school's Christian values of respect, friendship, forgiveness and determination are made explicit, celebrated and respected by all members of the school community. The curriculum, enrichment activities, resources and approaches to teaching and learning make the best of every opportunity to promote the school's Christian values whilst expressing its distinctive Christian character with appropriate sensitivity. Continuous commitment and attention is given to the ongoing progress of every child in order that each should flourish. Investment in provision and enrichment through the physical environment and celebration of children's learning, further demonstrates that commitment. As a result, the school has sustained its high position nationally for overall performance since the last inspection. Where standards fall below national expectation, the school has robust evidence of its response to individual needs, the positive impact of intervention and its determined commitment to supporting each learner. As a consequence, all children achieve well from their starting points. Attendance is high by comparison to overall national attendance and is a direct indicator of the enjoyment children express in coming to school. Children talk of 'fun lessons' with teachers who challenge and support them. An older child said 'I just can't wait to get to school every day, it's so exciting' while a younger child talked of both the emotional support and learning challenge provided saying 'the teachers are kind and caring if you're sad and also keep pushing you to do your best'. Children enjoy and value the contributions they are invited to make in shaping and developing the school's ethos and culture. They talk confidently about the impact of their leadership and involvement in projects such as the Arch Bishop of York Young Leaders programme, School Council, sponsorship of a young person in South America and a wide range of national and local charities and recognise the benefits it brings to both themselves and others. A child writes 'I am trying to improve my conflict resolution; to be able to solve a problem or dispute and bring peace'. There is a strong ethos of respect and care between, and for, all members of the school. Positive relationships are nurtured between all groups and individuals. Older children take their responsibilities of caring for younger children most seriously. This is demonstrated in interactions between children and explicitly at lunch times when the whole school gathers together with children sitting in mixed age groups at set tables. A collective grace is said before older children serve their younger friends. Most children have a school lunch saying the food is 'good' and they enjoy the positive family atmosphere. Children say bullying hardly ever happens but if it does it is dealt with swiftly and kindly. The school council runs an anti-bullying committee that has a responsibility to find ways of bringing pupil concerns to adult's attention and help children deal with worries and fears. A pupil member of the committee enjoys the responsibility of the work saying 'I feel happy because if we help just one person its one less person who's unhappy'. Parents agree with children that poor behaviour is a rare occurrence but when it does happen the school manages any disputes well and continually strives for exemplary behaviour and care of each other. One parent said the children are 'encouraged to aspire to being nice people'. Other parents agreed and talked about the wide range of ways in which families are supported and guided in helping their children develop 'respect, forgiveness and compassion' at home. 'Values sheets' give information about the school value being promoted each half term and include Biblical references and stories and suggestions for home activities and discussions. Equal attention is given to supporting families with homework. As a result, children are eager to continue with their learning at home, parents feel well equipped to support them and work produced is of a high quality often extending beyond the school's requirements. Homework contributes well to learning at school and supports the school's culture of striving for excellence. Children enjoy their religious education (RE) lessons. Teachers use a range of resources to support teaching; learning contributes effectively to children's personal, spiritual, moral and cultural development. A recent RE day immersed learners in experiences that deepened their understanding and experience of faith, spirituality and reflection. They had discussions with a practicing Christian, Muslim and Humanist. They explored personal prayer, hopes and wishes for the future tying their prayers and thoughts round trees by ribbons and strings and painting 'remembering stones'. Children draw connections between RE, collective worship and school values. Having studied a unit of work called 'What would Jesus do?' one child said 'that's really helped me understand respect and friendship because Jesus was respectful'. Other children agreed. The school is acutely aware that its rural locality and the largely monoculture community it serves makes understanding diversity of other faith communities and Christianity through personal experiences difficult. Although making a conscious effort to overcome these challenges, this aspect of RE and learning about Christianity as a multi-cultural world faith is less well developed than other aspects of the subject.

The impact of collective worship on the school community is outstanding

Collective worship is central to the distinctive Christian character of the school. Significant value is given to its impact on both the wider life of the school and the spiritual development of individuals within the school community. Children and adults alike are inspired by collective worship. They attribute many of their personal choices and resilience to the reflection and learning that takes place through collective worship. A wide range of rich experiences and approaches gives enjoyment and provides inspiration. Parents describe their children's

experiences as 'special moments'; one staff member said 'we are a family under God'; a child reflecting on collective worship said 'I really enjoy these assemblies, it always gives me something to think about'. Learners are able to make direct links between Biblical stories, the teachings of Jesus and school values. When describing how collective worship makes a difference to the choices that can be made one child said 'I like the time to think about our values in different ways, how you think about leading a good life and be like Jesus rather than doing bad things'. Considerable effort is made in exploring Anglican traditions and practice including through the use of prayer, liturgy, Biblical teaching and adherence to the church year. Structures for worship provide sustained focus on the school's values and use Biblical reference to help learners understand how to make appropriate choices and sustain positive attitudes and behaviour. Children universally participate in, enjoy and use experiences from collective worship in their school life. A variety of people and groups are involved in leading worship. Pupil leadership of collective worship is a relatively new opportunity for children but is already having a positive impact and children are eager to join the Worship Group. The group is now involved in planning worship sessions, writing and contributing to prayers, choosing and leading worship songs and evaluating worship. Members of the group have a good knowledge of the different approaches to worship and value the variation of approaches. They talk about Tuesday Newsday with excitement and having a growing awareness of how global news items can be used to demonstrate Christian values. They gave the example of the winter Olympics and said it helped them understand the extent of determination. A child said 'that really showed us determination, the determination to keep on trying'. Whilst pupil leadership of worship is developing fast it is yet to be equal to other aspects of pupil leadership within school. Learners understand the place of prayer for Christians, for those of other faith or no faith and for themselves. Some say they understand prayer as a personal communication with God or a time for spiritual reflection. For example, a young child spoke of her prayer time saying 'it keeps me in touch with God, because I always go back to God at the end of the day, because I always hear God answering me'. Children take up the range of opportunities provided to pray publically and privately in both collective and individual prayer. They are confident in contributing to spontaneous prayer which is encouraged with great sensitivity. Children describe a variety of ways they can contribute their own prayers including quietly telling an adult, putting a written prayer in a prayer box, spending quiet time in the classroom prayer corners, using prayer pebbles or suggesting prayers in response to reflection during collective worship. Parents describe how their children's confidence continues at home. One parent said the children 'find it natural and don't feel any inhibitions' when describing how, as a family, they have now begun to say grace before a meal.

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

Leaders are passionate that the school's distinctive values shape and inform the leadership and management of the school. They actively live out the Christian values and, in doing so, enable the Christian character of the school to underpin its ethos and culture. The Head Teacher is seen by the school community as a driving force in ensuring this is consistently upheld and developed. Leaders also ensure the Christian vision of the school informs and impacts on all aspects of curriculum provision. As a result, academic achievement remains consistently high by national comparison whilst also supporting the exemplary behaviour and attitudes of the learners and their personal, spiritual, moral and cultural development. The professional and personal development of staff and governors is central to the overall effectiveness of the school. Attention given to staff members' personal development is much appreciated resulting in strong commitment from all to the school's Christian character. One staff member describes the approach to professional development as 'something special that allows everyone here to thrive'. Another describes how her personal attitudes and opinions to religion and Christianity have changed as a direct result of leaders' commitment to the professional development and nurture of individual staff members. Investment in the leadership of collective worship and R.E. has benefited the development and quality of teaching and learning in all classes and ensures statutory requirements for R.E. and collective worship continue to be met. Leaders give equal value and commitment to pupil leadership. Consequently, children's engagement in leadership, partnerships, charitable and outreach work is rich, varied and frequent. Despite a significant change in the staff team since the last inspection, including the head teacher, the impact of leadership as a church school remains rigorous and highly effective. Self-evaluation is astute and clear about actions the school needs to take for improvement and development. Governors are robust in holding leaders to account. They gather a wide range of information from both formal and informal monitoring visits, discussions and engagement with the daily life of the school using it to inform and shape strategic planning. Parents place high value on the distinctive character of the school. Relationships between families, the school and the church are carefully nurtured. The partnership between the church and school provides mutual benefit to both and is appreciated by families. Parents talk about the noticeable increase in families attending the Sunday family service and one says 'we now don't feel guilty if we can't get to church, I know school are working so hard to instil those values here'. The local incumbent contributes significantly to the life of the school and its distinctive Christian character.