



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Kildwick Church of England Voluntary Controlled Primary School

Priest Bank Road

Kildwick

Nr Keighley

BD20 9BH

Previous SIAMS grade: Good

Diocese: West Yorkshire and the Dales

Local authority: North Yorkshire

Dates of inspection: 18 November 2014

Date of last inspection: January 2009

School's unique reference number: 121600

Headteacher: Debbie Cooksey

Inspector's name and number: Lin Paisley 655

School context

Kildwick Church of England Primary School is a smaller than average, rural school housed in a Victorian building. There are 130 pupils on roll organised into 5 classes, some with mixed year groups. The school is over-subscribed, attracting families from a wide area as well as the village of Kildwick. The building has undergone major refurbishment to improve the accommodation since the last inspection. On entry children are broadly in line with national and local authority data and mobility is low. The school is very low in terms of deprivation scores and children with special educational needs. Since the last inspection the school has appointed two new teachers and a new headteacher who has been in post since 2012.

The distinctiveness and effectiveness of Kildwick Primary as a Church of England school are good

- A culture rooted in the core Christian values of trust, respect and service where all, including the most vulnerable, are upheld and empowered to achieve their best and support others to do so
- A learning culture which nurtures independence and encourages children to question and to take risks resulting in happy, confident children with positive attitudes towards their learning
- Exemplary care, guidance and support for children and their families, including vulnerable learners, resulting in high attendance, good motivation and high self esteem
- Strong, mutually beneficial relationships with parents and the wider community

Areas to improve

- Embed systems for monitoring and evaluating worship by a wide range of people from the school community which feeds into development planning to secure future improvement.
- Develop a more systematic recording system for acts of collective worship to ensure continuity and cohesion across the week and enable leaders to better build on what has gone before.
- Assess the impact of the new RE curriculum on children's knowledge and understanding and the opportunities for enquiry and reflection.
- Revisit the school's aims and ethos to ensure that the whole school community, including newly appointed staff have ownership and understanding.

The school, through its distinctive Christian character, is good

The introduction of more robust systems for assessment and targeted support and training for staff have impacted positively on pupil progress. Learners, including those who are vulnerable, achieve well and make at least expected levels of progress and in some cohorts exceed expected outcomes. The school has worked to involve pupils more in their own learning with the introduction of self and peer assessment and regular pupil progress meetings. This has impacted on confidence, independence and knowledge about next steps in learning. The school has worked to develop its Christian character and Christian values such as forgiveness and trust are explored explicitly through collective worship and other areas of the curriculum. All members of the school community, including learners and parents, express how those distinct values impact directly on attitudes, behaviour and relationships. Behaviour is excellent in and outside of classrooms and parents say this is because their children have excellent role models and work and learn in a culture of deep respect. Parents say 'There is a great respect for each other here. Teachers know the children well and care for and nurture them but they also teach them to be robust. They are encouraged to be independent, to take responsibility and they thrive on that.' Children have a positive attitude towards their learning and support and encourage each other both within and outside of the classroom. Pupils and parents say the school is highly inclusive and that vulnerable children and their families are supported well. There is high attendance, rare exclusion and good strategies to meet the needs of all learners. The school provides good opportunities for spiritual, moral, social and cultural development within and beyond the curriculum. Learners are offered a diverse range of extra-curricular activities and learning incorporates time for thinking, evaluating and reflection. Learners are able to express their thoughts clearly and with confidence. Pupils say that school trips, particularly the residential, develop their personal and social skills and encourage them to challenge themselves physically and emotionally... 'You become more mature. The teachers encourage you to mix and work with different people, you have to trust each other. You learn a lot of skills and it helps your confidence and your independence.' The school provides opportunities for spiritual development within collective worship and lesson time, particularly at the upper end of school where planning of lessons explicitly allows opportunities for reflection and spiritual growth. Pupils would benefit from quiet reflection areas within classrooms or in the outdoor environment if space is a barrier. Relationships between all members of the school community are very good. Pupils say the core Christian values they explore in worship and in PSCH lessons help them to show respect and support for one another and to solve problems in friendships. There is high respect between pupils and staff, a sense of fun within lessons and the confidence to take risks. Learners demonstrate respect for diversity and say it is important to learn about other religions and cultures. The school has developed stronger links with local schools and takes advantage of diversity within the school community to explore different traditions and celebrations. Pupils say they enjoy learning from their peers and their families. Learners are less confident at expressing the impact of religious education on their SMSC development. The school now needs to develop a spirit of enquiry within the new RE curriculum which inspires and challenges pupils to engage, reflect and question within their learning.

The impact of collective worship on the school community is good

A range of adults, including members of CLIKS (Christian Links in Keighley Schools), staff and clergy, lead worship and provide relevant, meaningful experiences for the children, linked to core Christian values. Worship is inclusive, engaging and offers time for thinking and personal reflection and prayer. All members of the school community say they value worship time, recognise its importance and can talk confidently about what it means to them. Pupils say 'It is important to learn about the teachings of Jesus' and that 'it helps you to think about things in your own life.' Christian values are explored in worship, linked to stories from the Bible and elsewhere and built upon in classrooms through other areas of the curriculum. There is evidence of the impact of this on aspects of school life, including attitudes, behaviours and relationships. Learners say exploring Christian values 'teaches them to support and help

others and show respect for everyone' and 'can help you if you have a tricky incident, you know how to deal with it'. Learners demonstrate a growing understanding of God as Father, Son and Holy Spirit commensurate with their age. Learners and parents attend church services which celebrate the seasons of the Church's year and Christian festivals. Pupils demonstrate an understanding of Anglican tradition and practice and say they learn a lot from activities such as 'Walk the Rainbow' and the 'Travelling Crib'. Pupils participate in storytelling, writing prayers and the lighting of the candle in worship and class groups have opportunities to plan and lead worship. Pupils say they would welcome more involvement in planning and leading worship, including worship in the church. Collective worship is well planned and shared with leaders of worship. Since September planning has been annotated to record a brief synopsis of what has taken place. A more systematic recording system would ensure continuity and cohesion across the week and enable leaders to better build on what has gone before. Foundation governors have begun to address the issue highlighted in the last inspection around the monitoring and evaluation of worship, seeking feedback from pupils, parents, governors and staff. This has resulted in greater participation and involvement of children and parents. The school now needs to embed systems for monitoring and evaluating worship by a range of people and feed this information into development planning to secure future improvement.

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

Leaders promote a distinctive vision for the school rooted in the core Christian values of trust, justice and service. They articulate how these values impact on the whole school community resulting in an inclusive culture where all, including the most vulnerable, are upheld and empowered to achieve their best and support others to do so. Good progress has been made with recommendations from the previous inspection. Leaders have worked to encourage the children to be more independent in their learning and to take responsibility for themselves and for each other. Governors have worked with the headteacher and staff to develop their knowledge and understanding of the school's performance and distinctiveness. There are more robust systems in place for monitoring and evaluating the Christian distinctiveness of the school, the achievement and progress of learners and for gathering the views of the school community. Governors regularly visit school to support classes and to monitor and evaluate aspects of the curriculum. Foundation governors actively seek the views of the school community and have a termly meeting with the headteacher to feedback findings. These systems now need to be embedded and information gathered from the school community needs to feed directly into development planning to secure improvement. Leaders ensure that collective worship, RE and other aspects of the curriculum are informed by distinct Christian values and the personal development of children, including their spiritual, moral, social and cultural growth, is given high priority. Leaders give priority to inclusion and the personal wellbeing of all pupils and the school nurtures and supports vulnerable learners and their families well. Leaders have a clear commitment to staff and governor training and development and coordinators of worship and RE are given support for their roles. Following the last inspection governors and staff participated in Diocese led training looking at the distinctive values that drive policy and practice. The school would now benefit from revisiting those core values to ensure that the whole school community, including newly appointed staff have ownership and understanding. Partnerships with the local church community, the Diocese and the wider community, including parents, are positive and mutually beneficial. Parents say they are proud that their children attend this school, that they are kept well informed and involved in school life and that their views are listened to. They say their children feel 'safe and secure and are happy' and make good progress.

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