

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Carleton Endowed Church of England Voluntary Aided Primary School

Carleton-in-Craven, Skipton, North Yorkshire, BD23 3DE	
Current SIAMS inspection grade	Outstanding
Diocese	Leeds
Previous SIAMS inspection grade	Good
Local authority	North Yorkshire
Date of inspection	4 May 2017
Date of last inspection	13 June 2012
Type of school and unique reference number	Aided 121624
Headteacher	Duggie Speight
Inspector's name and number	Lynne Gillions 662

School context

The school is in a semi-rural setting serving the village and surrounding area. It has 154 pupils on roll, the majority of whom are of white British heritage. The proportion of pupils receiving support for special educational needs or health needs is below the national average as is those in receipt of the pupil premium. Staffing in school has been relatively stable since the last inspection and areas for improvement identified at the last inspection have been addressed.

The distinctiveness and effectiveness of Carleton Endowed Church of England Primary School as a Church of England school are outstanding

- The school is led by an enthusiastic and committed headteacher, ably supported by staff and governors, whose Christian vision enables pupils to flourish and achieve standards above national averages.
- Christian values are deeply embedded and acknowledged by all stakeholders as making a significant contribution to the excellent behaviour, caring relationships and overall well-being of the children.
- Children feel happy and safe in school and this creates a productive learning environment.
- The strong support from the church, the creative teaching of religious education (RE) and pupil-led collective worship offer children a range of opportunities to explore spirituality.
- Pupils express themselves confidently and teachers encourage them to deepen their learning through effective and focused questioning.
- Pupils benefit from a range of activities which embed them into the local community.
- The whole school community engages in social action by supporting a range of different charities, some of which are suggested by the children.

Areas to improve

- Clarify children's understanding of different faiths and different expressions of Christianity so that they can more competently discern similarities and differences.
- In RE, identify next steps in their learning so that children are clear what they need to do to improve further.

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

Christian values of friendship, endurance, peace, trust and thankfulness are explicit and deeply embedded in school. All stakeholders recognise their impact on achievement, behaviour, relationships and the well-being of children. Parents described them as 'organic' and say they influence their children's lives outside of school too.

Standards in school are generally higher than national averages and, where necessary, measures are put in place to support individuals and help remove barriers to learning and enable children to reach their full potential. Children enjoy school and are good learners.

The school offers children a range of experiences to help them engage with spirituality. As well as collective worship and RE lessons, activities such as Wacky Worship days, supported by the church, provide creative ways for children to explore spiritual themes. Children are encouraged to discuss openly spiritual issues by asking questions and forming their own opinions. They demonstrate real confidence in expressing themselves and they listen well to the views of others. Philosophy for Children also develops their capacity to grapple with complex ideas. The Christian ethos of the school makes a significant impact on the spiritual, moral, social and cultural development of the children.

Behaviour in school is excellent. Children are polite and friendly and they support each other in their learning. Relationships between all stakeholders are strong and supportive. Staff work as a team and they provide good role models. The children know they can always get help from them and the Worry Box enables children to express any concerns and nominate their chosen member of staff to talk with them. Children are nurtured and cared for well. This springs from the deeply embedded Christian values. Children are acknowledged and rewarded not just for achievement but also for demonstrating those Christian values. Governors also have an award for children who 'don't walk on by' but demonstrate kindness or are good role models for others.

As well as Christianity, children learn about other world faiths, benefitting from visits to different places of worship and by having visitors into school to talk about their faiths and cultures. This is broadening their horizons. They also meet children from different cultures when they join in activities with other schools and this is giving them an understanding of diversity.

Participation in the Archbishop's Archie B project has given children an understanding of the needs of their own and other communities. It has involved them in actions such as creating a quiet prayer space in school, tidying up the park and local church and raising funds for a number of charities including Donna's Dream House which provides holidays for families with a terminally ill child. Pupils have also engaged with Fairtrade activities and now organise a weekly Fairtrade tuck shop. These ventures are engaging children in considering the needs of others and putting Christian principles into action.

The impact of collective worship on the school community is outstanding

Collective worship is a fundamentally important element of school life. It unites the school as they gather each morning. 'It sets the mood for the day.' Children enjoy it and participate well. They enter and leave collective worship singing which creates a joyful atmosphere. Pupils engage well during worship and they particularly enjoy the weekly pupil-led worship.

The pupils' collective worship group is well established and competent at planning and delivering worship. There are core members of the group who take a lead but all children are invited to their planning meetings so different people are involved each week. They take responsibility for the whole of worship which usually includes a Bible story, role play and prayers they have written themselves. All children use Makaton (signing) when saying the Lord's Prayer so that everyone can join in. The children also devise their own questions to ask their peers to help them reflect on the story. They make links between Bible teaching and the school's Christian values.

All teaching staff lead worship along with visitors from other organisations such as the Zephaniah Trust and Fairtrade. Worship is also led weekly by the vicar who shows great commitment to the school. She also works with staff and children to plan and deliver special celebrations which are held in the church. Some of these are Eucharist services and parents, staff and children may take communion or receive a blessing. Children can also participate in monthly Family Praise services on a Sunday with the support of school staff and governors. These services along with an understanding of the liturgical seasons and symbols are giving children an understanding of Anglican practice but their awareness of other Christian denominations is more limited.

Prayer is important and children understand that it is valued by believers. They have opportunities to write and read their own prayers and to pray spontaneously during collective worship. There is now a quiet, indoor prayer space in the play area where children can put prayers onto prayer leaves or read the books provided. The church organises a Prayer Day where children visit different stations to focus their thoughts on different types of prayer.

Collective worship is very well organised by a dedicated co-ordinator. It is making a significant impact on the lives of the children who can make links between Bible stories, Christian values and their own lives. 'The story of Zacchaeus shows that Jesus made peace with him and it shows that when we have done something wrong we can turn over a new leaf and start again.' Collective worship strongly contributes to the school's Christian foundation.

It is well monitored as evidenced in the Collective Worship Review Book and involves different stakeholders.

The effectiveness of the religious education is outstanding

The school holds the gold award for the RE Quality Mark. This testifies to the importance of the subject and the high quality of teaching and learning. It is taught creatively with an emphasis on practical activities and children enjoy this approach. Art, craft, Godly play, construction are just some of the methods used to deliver RE.

Standards are in line and often above national expectations. Children are developing a wide range of skills as they progress through school. They are empathetic and have enquiring minds. Children's contributions in discussions are valued and staff develop their thinking skills by excellent questioning techniques. This was demonstrated in an outstanding lesson where Year 1 and 2 children were discussing the story of the Lost Sheep. They readily made links to their Christian value of endurance and drew conclusions such as, 'God would never give up on us, he would always come and find us'. In a Year 4 and 5 lesson, a Godly play approach and looking at the work of artists stimulated children's thinking about the creation story and the world in which they live and led to thoughtful contributions.

Children enjoy learning about other faiths and different Christian traditions. Visits to places of worship and visitors such as those from the Interfaith Centre help to consolidate children's learning. However, children need more practice at clarifying their thoughts when making distinctions between different religions.

Big books present a wealth of evidence illustrating the variety within the curriculum and tracking the responses of children. There is capacity to give children a greater insight into their learning by identifying their next steps more clearly. These books inform assessment and progress is tracked in school and monitored by governors.

The subject leader is very enthusiastic and has made a significant impact in school supporting other staff and developing an exciting, creative curriculum. She monitors the subject thoroughly using a range of methods and meets with a foundation governor who reports back to the governing body. Consequently, children benefit from an excellent grounding in the subject, make good progress and achieve high standards.

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

The school is led by an enthusiastic headteacher who is committed to the Christian values of the school. He is assisted by staff who work well together and by governors who are clear about their role and wholeheartedly support the Christian foundation of the school. All leaders confidently articulate their shared vision and give the school a clear sense of direction which is ultimately reflected in the education the pupils receive. They recognise that the school's distinctiveness and effectiveness are dependent on this shared vision.

Leaders monitor and evaluate well, taking on board the views of all stakeholders. Priorities are identified and lead into the School Development Plan. Leaders recognise the strengths of the school and know that staff ensure that children are happy and flourish.

Parents really appreciate the way in which their children are welcomed and embraced into the school community. They have confidence in the leadership team and staff who are always approachable. They know that if they have any problems, they will be dealt with sympathetically and professionally. They also approve of the school's emphasis on teaching the children emotional intelligence, recognising that the school is dedicated to educating the whole child not simply focusing on academic attainment. The school communicates effectively with parents and seeks their views in an annual questionnaire.

The school also benefits from the partnership with the church. Clergy and church members support collective worship, RE lessons, Wacky Worship and facilitate special events such as the Prayer Day. This makes a huge contribution to the spiritual development of the children. The vicar also has a pastoral role in school when necessary. Her work is valued by all stakeholders.

Leaders have built networks with other schools so that they can share expertise and good practice. They have ensured that Carleton's collective worship and RE leader receives regular training and she is able to share her expertise with staff and with other schools. Staff development is encouraged with a view to equipping future leaders.

This school has addressed issues from the previous inspection and made significant strides forward.