



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Burton Leonard Church of England Voluntary Controlled Primary School

Burton Leonard
Harrogate
North Yorkshire
HG3 3RW

Previous SIAMS grade: Satisfactory

Current inspection grade: Good

Diocese: West Yorkshire and the Dales

Local authority: North Yorkshire
Date of inspection: 8th March 2016
Date of last inspection: 12th July 2012
School's unique reference number: 121555
Headteacher: Amanda Townson
Inspector's name and number: Mark Edwards 837

School context

Burton Leonard Church of England Voluntary Controlled Primary School serves the village of Burton Leonard and its surrounding area. There are 74 pupils on roll; most of whom are of White British origin. The percentage of pupils known to be eligible for free school meals is below average; the number of children with special educational needs is below average. The current headteacher has been in post since June 2013.

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

- The headteacher and staff team that ensure pupils make good and above national progress over time, including those with special educational needs.
- The commitment by everyone to develop the school's core values of peace, friendship, thankfulness, responsibility, trust and love that enable pupils to grow in confidence.
- The school's creative approach to prayer.
- Strong leadership of RE that ensures it makes a positive contribution to the school's distinctive Christian character.
- The relationships between all stakeholders that enable everyone to feel supported and nurtured.
- The active involvement of the school in the community and the contribution the community makes to the development of the school's Christian character.

Areas to improve

- To further develop governors' ability to challenge, evaluate and articulate the impact of the school's work on all aspects of Christian distinctiveness.
- To develop learning opportunities to broaden pupils' understanding of Christianity as a multicultural world faith.
- Develop a strategic plan, based on secure evaluation, for staff development that is closely aligned to the school's development priorities as a church school.

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

The school ensures high standards of educational achievement and staff work hard to maintain higher than national average progress for their pupils. Parents say that the school goes that extra mile to support their children both academically and emotionally which enables their children to flourish and gain confidence. They cite examples of how the school is a calm and welcoming environment and their children enjoy attending school.

Pupils demonstrate high standards of behaviour and show care for each other. Pupils are able to link this to one of the school's core values, that of friendship. Older pupils take care of younger ones through a buddy system and the children stated they were 'one big family'. Pupils' spirituality is promoted through an innovative approach to prayer that is unified by a theme that uses pebbles as a visual focal point. Attendance is high and this is attributed to the school's promotion of positive attitudes to learning and underpinned by the school's values.

Within the predominantly monoculture of the area in which the school is situated, the school is beginning to promote its pupils' understanding and respect for other cultures. The school endeavours to strengthen this aspect of its work through its response to raising money for international charities, recently raising money to support a child through 'Compassion UK'. Pupils' understanding of Christianity as a multicultural world faith is less developed and the school acknowledges that making this more explicit for the children will significantly improve this aspect of their work.

Relationships are built upon respect and the pupils are proud of their work in this area. A well-produced video by the pupils on respect illustrates the school's commitment to this aspect of their provision. There are strong links with members of the local church and with members of the village community that provide additional support for the school. The school plays an active part in the life of the village and has a high profile at local community and church events. This enables pupils to clearly see the importance of their community and pupils speak enthusiastically about their involvement in such activities.

Religious education (RE) plays a significant part in promoting the Christian character of the school. Staff challenge pupils to tackle the "Big Questions" in RE and there is some evidence that pupils answer them with confidence and empathy. Pupils are clear about the inclusivity of their RE lessons and this is summed up by one pupil's insightful comment that states that 'We look at everyone's point of view in RE'. Work on world religions clearly shows how pupils learn about religion as well as learning from other religions.

The impact of collective worship on the school community is good

Collective worship is given a high priority in the school. During collective worship pupils are asked questions and readily take part in singing and responding to prayer. Pupils and staff say they enjoy this aspect of school life. Governors have begun to develop a system of monitoring collective worship that has developed their understanding of the delivery of collective worship in school. This now needs to be embedded in order for the senior leadership of the school to more fully reflect upon the impact of collective worship. Pupils have established an understanding of the Trinity that they relate to the lighting of three candles.

Pupils understand that Bible stories play an important part in their collective worship and are beginning to demonstrate how the meaning of some of the stories have relevance to their own actions. Some pupils take part in a lunchtime 'trail blazer' club that is run to develop pupils understanding of Bible stories, the pupils speak very highly of the exciting activities provided for them.

Pupils' voice is clearly heard and acted upon and the establishment of a children's collective worship committee has led to pupils planning and leading collective worship one day a week. Prayer is central to collective worship and there is evidence from displays around the school and work in children's communal prayer book that pupils are given appropriate opportunities to write prayers. The prayer tree in the entrance hall clearly signals the importance of prayer and

insightful lent reflections displayed on it demonstrates pupils' ability to reflect upon the meaning of the season.

The school regularly holds acts of collective worship at the local church and children take an active role in saying prayers and doing jobs at such services. Pupils have a developing understanding of the liturgy that are common to both the school and church services they attend which demonstrates an understanding of Anglican traditions. Parents value and understand the importance of the link with the local church and it was clear that through the school's attendance at church some parents have chosen to attend church all age services regularly.

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

The school is led by the headteacher, with integrity and passion. She has a clear vision for the school and her support for pupils, staff and parents is described as inspirational. The school's motto of 'Inspire, Believe, Care and Achieve' contributes to high standards across the school. Pupils make good progress including children who begin from a lower than national average starting point. All staff demonstrate a high level of dedication to the school as well as promoting high standards and personal welfare. As a result pupils say they feel safe and supported.

The school promotes explicitly its core values that were chosen by the pupils. Because the school's values are displayed prominently around the school pupils have an embedded understanding of them and are able to recall them well.

Parental and community engagement is high at the school and parents value the good communication the school has with them. A parental survey based upon its Christian distinctiveness shows high approval for the school's work. Parents feel comfortable coming into school and enjoy the opportunities the school provides for them to see their children in action.

The school has provided some opportunities for CPD in particular recent, local authority, training for the RE coordinator has led to a deeper understanding of leadership of the subject.

The school's approach to self-evaluation is founded and focused upon monitoring. The leadership and governors are beginning to work on identifying impact. They recognise the need to make explicit links between their findings and develop a clearer strategic structure to fully ensure all aspects of the school's Christian distinctiveness are developed.

The school has support from visiting clergy and other members of the church community in the locality to support the work of the school and promote its Christian character. The school's links with the community is a clear strength and their intergenerational project involving what is called their 'library grannies' enriches the experience pupils have to further develop their relationships with others.

The school has a plan for RE and collective worship that meets statutory requirements and is creative in its approach.

SIAMS report March 2016 Burton Leonard Church of England (VC) Primary School HG3 3RW