



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Cawood Church of England Voluntary Aided Primary School

Broad Lane
Cawood
Selby
YO8 3SQ

Previous SIAMS grade: Outstanding

Current inspection grade: Outstanding

Diocese: York

Local authority: North Yorkshire

Dates of inspection: 24 February 2015

Date of last inspection: June 2010

School's unique reference number: 121625

Headteacher: Andrew Smith

Inspector's name and number: Alan Thornsby 137

School context

Cawood Church of England School is smaller than most primary school with 167 pupils on roll. Almost all pupils are from a White British background, with some children attending from outside the catchment area. The proportion of pupils with special educational needs and those entitled to free school meals are below the national average.

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

- The commitment to and understanding of the headteacher, staff and governors ensure the distinctive Christian character drives and underpins the practice and policy of the school.
- The high levels of personal and academic development of children result from the impact of the distinctive Christian character of the school.
- There is an obvious sense of care and belonging of everyone to a worshipping community

Areas to improve

- Further the spiritual journey of pupils through opportunities to lead spontaneous prayer
- Extend pupil involvement in the planning, delivery and evaluation of whole school worship through the increased involvement of the worship group
- Extend the experience and leadership opportunities of the new RE coordinator to further develop religious education (RE) and pupil achievement

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

The school has a welcoming and caring ethos in which Christian values underpin the practice and policy like 'writing through a stick of rock'. Each individual is valued as a unique child of God. Regular reviews of Christian values by the whole school community means that these are fully understood and are reflected in the everyday actions of children and adults. This and a climate of trust, forgiveness and fresh start drive the excellent relationships, behaviour and attitudes throughout the school. The 'Rainbow Rules' make links between Christian values and the UNESCO children's rights readily understandable to children. Children know they are valued and understand the difference between right and wrong. Academic standards are above the national average and children achieve well because staff recognise their responsibility to develop the talents of each individual in achieving their potential. Christian values, including perseverance and resilience, encourage children to recognise challenge and they respond by doing their best. Children are happy and attendance is good because they want to come to school and learn. They enjoy opportunities for discussion and share their ideas with confidence. They understand the Christian character of the school and the importance of Christian values to develop respect for the world and other people. 'It doesn't matter what you look like, we are all different but it is how you feel and behave to other people'. Religious education (RE) has a high profile in the life of the school. It provides pupils with a good knowledge of the Bible and life of Jesus and they articulate the difference between RE and worship, that both 'help you make the right choices'. Spiritual, moral, social and cultural development is a strength of the school because of the impact of Christian values on the broad curriculum and the attitudes of everyone in school. Well-established links and projects with schools in Leeds, America and Zambia extend children's understanding of global faiths as well as the place of Christianity in a multi cultural world.

The impact of collective worship on the school community is outstanding

Collective worship is a key part of each school day in making secure links between Christian values, Bible teachings and everyday life. It is underpinned by a regularly reviewed policy. There is an obvious impact from worship on the attitudes, behaviour and spiritual development of the whole school. A two yearly cycle of themes explores Bible stories and Christian values to give children a secure knowledge of the Bible and life of Jesus. The vicar and headteacher plan and deliver worship with input from pupils. Children are involved in the planning and delivery of their class led and based worship. However, the school has recognised the need to extend the input of the worship team into the planning, delivery and monitoring of whole school worship. Foundation governors have an active role in the worshipping life of the school. Their observations and monitoring inform the school development plan. Children experience a range of worship leaders, including staff and clergy from the local Anglican and Methodist churches. School worship reflects Anglican practice, with a greeting, engaging and responding. Children are engaged by worship because faith is taken seriously. They experience a range of formats including end of week celebration assembly that recognises achievements. This is also an opportunity for children from different ages to explore for example their favourite Bible stories. They have a well-developed understanding of the Trinity, describing 'God the Father, who created the world; God the Son who made the world a better place and God the Holy Spirit, who is here with us now'. They readily relate the coming of the Holy spirit to the disciples 'to spread the word of Jesus'. They confidently explain the significance of Christian symbols. Prayer has a high profile in life of the school. Children make very effective use of the prayer and worry boxes at break and lunch times, to share prayers and get rid of worries. They also make suggestions for prayers that illustrate their understanding of the purpose of prayer. However, currently these are brought together as spontaneous prayer by the leader, rather than being an opportunity for pupils to further their spiritual journey. The school uses the church for festival services, including the celebration of an Easter Eucharist where everyone is presented with a palm cross. The very effective links between school and church are furthered through a school

noticeboard in church, contributions in the parish magazine and Messy church.

The effectiveness of the religious education is good

Religious education is a core subject area that continues to be developed. The recently appointed subject leader is gaining a good overview of the subject. She attends diocesan and cluster training to keep informed of updates and shares these with staff. Foundation governors have regular meetings with the leader to keep informed of developments in RE. Effective monitoring and assessment, using a skills ladder and learning objectives, indicate that standards are generally line with national expectations. The school has, however, recognised the challenge to ensure more pupils achieve higher levels. Teaching is judged to be at least good with some outstanding elements recognised. Teachers have a good rapport with pupils, making good use of voice and questioning skills and pace of lessons. 'I can levels', differentiated tasks and a balance of learning about and from RE are embedded into all lessons. For example, children in the reception/Y1 class experience Godly Play to explore the Good Samaritan. Children achieve their goals using a range of creative tasks and make good use of vocabulary and empathy with the story characters to show their successful learning. Creative teaching engages the interest of older pupils, who, through the use of a video clip explore the differences between magic tricks and illusions and miracles. Such stimulus results in reflection and discussion that, for example, informs their eyewitness accounts of a miracle of Jesus as a radio interview. Teachers also make good use of a range of extension activities at different levels to further develop the higher level thinking skills of children. Homework tasks and learning logs give pupils the opportunities for research into topics such as thankfulness and persecution. The use of 'Persona dolls' in younger classes introduces pupils to different points of view and beliefs to develop their thinking skills and reflection. Pupils' books reflect a range of activities and pupils respond to the marking comments from teachers. Visits to places of worship help to reinforce learning about other faiths. Themed RE weeks provide opportunities for children of different ages to work together and have resulted in creative responses such as the class parable banners displayed in the hall.

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

The headteacher shares his personal faith and passionate vision to drive the distinctive Christian character of the school. Staff and governors share this inclusive vision to develop the whole child to achieve academic and personal potential. Christian values underpin every aspect of school life, from decision making by governors to informing teaching and learning. The whole school community is involved in on-going review of the distinctive Christian character. Governors have a secure knowledge of the school and challenge leaders with high expectations that drive continuous improvement. These include the development points from the previous inspection that have been successfully addressed and further developed. Standards are generally above national average and the school is working to ensure that more pupils make better than expected progress from their differing starting points. Foundation governors make regular visits to review and update the ethos, worship and RE. Their self-evaluation as a church school is accurate and identifies pertinent areas for development. Staff are committed to the school and recognise the impact of an ethos of the school that values each individual and informs their moral character. They recognise the mutual respect and support for each other as well as opportunities for professional development that include leadership experiences. Parents are adamant of the impact of the welcoming Christian ethos of the school with its emphasis on inclusion and embedded Christian values. They praise the school as 'the core of village life that gives children a secure moral base to inform their decision-making'. They know children are safe, happy and want to be in school. The school has productive links with the local community, such as Remembrance Day and carol singing at Christmas. There are also good links with the diocese and other church schools, are fostered at events held in Ripon Cathedral and Selby Abbey.