



National Society Statutory Inspection of Anglican and Methodist Schools Report

Sharow Church of England Voluntary Controlled Primary School

Berrygate Lane, Sharow
Ripon, North Yorkshire
HG4 5BJ

Previous SIAMS grade: Outstanding

Diocese: West Yorkshire and the Dales

Local authority: North Yorkshire

Dates of inspection: 8 December 2014

Date of last inspection: 14 June 2010

School's unique reference number: 121588

Headteacher: Lamara Taylor

Inspector's name and number: Geraldine Cooper 696

School context

Sharow Voluntary Controlled Church of England Primary School is smaller than average with 86 pupils on roll aged between 3 and 11. Children are taught in four mixed age classes. The school serves villages on the outskirts of Ripon. Pupils are all white British. There is a lower than average take up of free school meals. In 2012 the school entered into a federation with the headteacher is now the executive headteacher. There has been a significant change in staff since the previous inspection. The headteacher has remained in post and since federation in 2012 is the executive headteacher of Sharow CE School and Skelton Newby Hall CE School.

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

- The school's consistent promotion of the explicit Christian values of love, respect, peace, joy, friendship, forgiveness and justice promotes spiritual, moral, social and cultural development and an ethos in which children flourish and the majority make expected progress.
- There are strong links with the Church which enable pupils to engage with Anglican liturgy and tradition through both collective worship and the wider curriculum.
- Children are fully engaged in all aspects of collective worship which has a sustained positive impact on relationships within the school.
- The school has strategies in place to ensure that there is regular monitoring and evaluation of the school as a Church school.

Areas to improve

- Further develop enquiry skills at key stage 1 in order to increase children's enquiry in the world around them and develop pupils self knowledge and self confidence.
- Increase pupils' awareness of diversity within and between religions through a more systematic approach to the study of religions and beliefs across the school.
- Further develop pupil involvement in collective worship by embedding a systematic evaluation of the impact of collective worship by all stakeholders.

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

The explicit Christian values enable pupils to develop learning behaviours which promote social and academic development. Most pupils make expected progress, some make above expected progress. Parents speak very positively about the impact of the schools Christian values on learning and on the relationships between staff and children. Progress is monitored carefully throughout the school and intervention is sensitively and effectively put into place to ensure that pupils make optimum progress whilst continuing to participate in an exciting and engaging curriculum which makes them 'secondary school ready' and prepared for life outside school. A structured programme of learning outside the classroom provides opportunities for pupils to develop independence and an appreciation of the natural world. Philosophy for children is integrated into the broader curriculum and learners are able to articulate their thoughts with confidence and recognise that others may hold different but equally valid viewpoints. Pupils were observed resolving a dispute combining their understanding of fairness and justice with the ability to communicate effectively. From the very youngest upwards pupils talk about the significance of religious festivals and stories and their significance to the way they treat other people. Older children can talk about the range of faiths that they have studied in RE and the importance of understanding people from different beliefs and cultures. A more systematic approach may enable them to understand similarity and difference within and between faiths more accurately.

The impact of collective worship on the school community is outstanding.

Collective worship has a significant place in the school and children approach worship with a buzz of anticipation. Worship is led by members of the church ministry team, teaching staff and older pupils. There is a clear pattern and structure to the worship which ensures a consistent approach to spiritual, moral, social and cultural development in the context of an Anglican pattern of worship. Older pupils can talk about the impact of Bible stories on their own attitudes and behaviour. Younger children exhibit confidence and positive relationships with their peers because of the emphasis placed on friendship and forgiveness which is fostered through collective worship. The use of prayer stones directly engages all children in active participation and demonstrates a practical understanding of love, respect, peace, joy, friendship, forgiveness and justice as they give and receive stones. Pupils are familiar with the concept of personal prayer through the nomination of a person whom they wished to be prayed for, they talk about prayer making a difference to people. Communal prayer is effectively used in the school. The regular use of 'The Grace' enables pupils to explore and develop an understanding of the Christian concept of God in three persons. The involvement of members of the Church ministry team ensures that children are engaged on a regular basis with the religious year as well as seasonal worship in Church and participation in Harvest and Mothering Sunday services. Pupils take pride in their involvement in collective worship and it is evident that they take considerable care in the planning and preparation of worship. The Foundation Governor regularly evaluates collective worship. The impact of evaluation would be enhanced by regular, reflective, evaluation by pupils.

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

The headteacher and governing body have a clear understanding of the significance of Christian values of love, respect, peace, joy, friendship, forgiveness and justice to the holistic development of all pupils. All stakeholders describe the positive impact that these values have on the ethos and learning behaviours which enable pupils to make progress. School leaders have put strategies into place to ensure that all pupils make expected levels of progress. The teacher responsible for personal social education (PSE) and collective worship keeps meticulous records which enable thorough and systematic self evaluation of the impact of the schools Christian values and ethos. The self evaluation is shared regularly with the foundation

governor who makes frequent reports to the governing body. Self evaluation also informs school improvement planning and the focus on spiritual moral social and cultural development and collective worship is evident through a curriculum which engages pupils and enhances their understanding of the world and their place in it. The relationship between the school, the governing body and the church is strong and provides mutual support and challenge. The school participates in a range of events with the local cluster and have recently engaged in activities led by Ripon Cathedral which has broadened the pupils' engagement with a wider Christian community and further developed aesthetic appreciation. Pupils are aware of national and global diversity through links with a school in South Shields and also through fundraising for the 'Gaby Project' in Africa. Educational visits to Leeds and to London also introduce pupils to religious and cultural diversity and are eagerly anticipated by year 6 pupils. The school has maintained a strong relationship with the diocese and the foundation governor and PSE / collective worship leader have engaged in continuous professional development which has been cascaded across the school federation. The school has taken an active part in a local Church school's cluster group which has informed good practice within the school which is now shared with their federation partner. The school holds regular parent forums which have been effective in building links between church, school and community and in ensuring that the school meets parental expectations ie through the introduction of French.

SIAMS Report December 2014, Sharow CE VC Primary School, HG4 5BJ