

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Cracoe and Rylstone Church of England Voluntary Controlled Primary School

<b>Address</b>	Cracoe, Nr Skipton, BD23 6LQ		
<b>Date of inspection</b>	13 June 2019	<b>Status of school</b>	VC Upper Wharfedale Primary Federation
<b>Diocese / Methodist District</b>	Leeds	<b>URN</b>	121558

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	Good
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	Good

#### School context

The school is much smaller than the average-sized primary school (38 on roll). The number of children in the early years is very small. There is relatively high pupil mobility. The proportion of pupils supported by pupil premium grant is very low. Most pupils are of White British heritage. The proportion of pupils who have special educational needs and/or disabilities (SEND) is average. The school is one of four schools in the Upper Wharfedale Primary School Federation. The federation has one governing body. Since Easter 2019 there have been two part time executive headteachers for the four schools, Each school has a 'school-based' leader who is responsible for the day-to-day management of the school.

#### The school's Christian vision

'Be the light' - Matthew 5:14. Our vision is to help each child flourish into a caring, confident and resilient young person who has a love of learning. We will do this through our shared Christian values of love, kindness, respect, thankfulness and trust. We will uphold high aspirations for all our children, through our innovative and inspiring approach to teaching and learning.

#### Key findings

- The committed and caring Christian leadership provided by the two executive headteachers provides a strong 'team of two' which supports all members of this small school community to flourish and 'be the light'.
- The school's Christian vision, underpinned by a defined Christian narrative, is a clear expression of an ethos which inspires children and adults alike to trust and be trusted, enabling them to be caring, confident and resilient.
- The school's Christian values have a robust impact on pupils' behaviour and positive attitudes to life, however understanding of their direct link to the vision should be strengthened.
- The quality of religious education (RE) has improved significantly in the last year and pupils are more enthused, reflective and achieve well, however there remains some inconsistency across the age ranges.
- Collective worship is inclusive, well led, enjoyed by pupil and has a variety of content which informs the school day. The role of prayer in developing spirituality is less clear.

#### Areas for development

- Expand opportunities for pupils to understand, respect and celebrate diversity in all its forms in order to prepare them for life in a global community.
- Through effective subject leadership, refine RE teaching and learning to ensure that assessment and planned learning activities are used to provide challenge and extend deeper thinking for pupils of all ages and abilities.
- Establish a consistent and clear definition of prayer and spirituality so that pupils understand their relevance and meaning to everyday living.
- Extend the use of bible stories and 'big' questions across all areas of the curriculum to further underpin the Christian values and highlight their significance in maintaining the school's vision.

**How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?  
Inspection findings**

Cracoe and Rylestone School is a welcoming and happy place where pupils and adults are enabled to flourish through the shared vision of 'be the light'. This has been developed with all stakeholders and according to parents, is a valued and exciting development. The five key Christian values of 'love, kindness, respect, thankfulness and trust' underpin the school's vision and its ambition for everyone to fulfil their potential. The two recently appointed executive headteachers show great commitment and work very hard as a cohesive team to drive forward the school's development as a church school. In conjunction with wider leadership and governors, they understand the school's strengths and areas for development. Monitoring and evaluation is thorough. Robust implementation of development plans has secured improvement in all areas of the school's life as a church school and within the partnership of the federation and its vision of 'sustainability of education within the Dale'. Strong links with the Diocese of Leeds has provided the governors and leaders access to professional development and direct support. This has resulted in them being well-informed in matters relating to current thinking in church school education and supported accurate self-evaluation. Leaders are outward looking, have good links with the local parish and wider partnerships with other local schools to extend their solution-focused approach to issues associated with small rural church schools. The success of the school in addressing these issues is evidenced by the special educational needs co-ordinator's presentation of the work she has undertaken on effective inclusion, at a recent North Yorkshire Local Authority conference. The areas for action from the previous inspection have been addressed. Worship is an important part of the school day when pupils are invited to reflect on the school's vision as well as events in the wider world. It is invitational to all and raises aspiration through the promotion of the vision. RE is given core subject priority and ensures that all children experience their entitlement. Teachers and the RE leader have attended professional development that has supported improving teaching and learning so that it is more creative and challenging.

Parents describe the school as 'a strong and happy family'. Children say that they enjoy coming to school and attendance is above national levels. The vision of 'be the light' and a mantra of ensuring that no pupil is left behind has supported raising pupil achievement, highlighted in the school's recent Ofsted inspection. A wide range of provision extends pupils' interests and develops self-esteem and confidence. Pupils say that they enjoy learning and feel that their teachers know them well and help them to achieve 'the best we can'. This is demonstrated by teachers who are skilled at supporting pupils to develop their unique skills and qualities within classes that contain a number of different year groups. This is reinforced by adults who are robust in their praise for a school team that supports their wellbeing and helps them to 'shine' and be strong even when things are tough.

The culture of perseverance and resilience created every day by staff challenges children to work hard and achieve increasingly well and in line with national expectations. The wider individual needs of all pupils, including those that are vulnerable, are met through use of the Christian values and a 'can do' attitude. This ensures that they flourish academically, physically and emotionally. Opportunities to develop spirituality are less developed. The school's vision inspires children to aim high and have optimistic hope for themselves and their community. This was seen in work that had been undertaken on their future aspirations and a display of the work they had created to share these. All children belong to pupil advocacy groups, which include faith, fundraising, eco-issues and health and wellbeing. Being part of these groups enables children to have a voice, consider wider issues in the world, ask 'bigger questions' and take responsibility. Children are very proud to belong to these groups. Children have a developing understanding of injustice and say that they would like to be more involved with projects that address social action locally and especially globally.

Members of the school community live well together. All staff have undertaken health and wellbeing training, helping them to identify children who are upset and vulnerable enabling early intervention and support. The Christian vision is used effectively to help children make good behaviour choices. Children are kind to each other and the longstanding 'buddy' system is appreciated by all pupils. They recognise the importance of the school's values in being the best you can be. The school uses a 'restorative justice' approach which helps pupils to seek forgiveness and reconciliation to move forward, when incidents do occur. Classes regularly spend time discussing issues and matters of concern and have had opportunity to take part in 'conflict, resolution and resilience' training sessions.

Staff are fully committed to the dignity and ultimate worth of each child, rooted in the notion of each person being created in the image of God. Incidents involving bullying are dealt with promptly, although these are rare. Safeguarding is given paramount importance. There is a strong culture of respect and dignity whatever a person's 'background, disability, ethnicity, learning difficulty or nationality'. The school actively seeks to reduce and remove any barrier to learning that might limit the life chances of children. To ensure that the children who attend this small rural school gain understanding of difference and diversity in cultural and religious backgrounds a partnership has been cultivated with a school in Bradford. Children have enjoyed the reciprocal visits to the school. Parents agree that this has been very affirming and helped children to feel part of a wider, more diverse world and engage with others who are similar and different from themselves. Further work on diversity is needed to encompass understanding of gender identity and orientation.

Worship is central to the daily life of the school. It includes exploration of Christian values and the celebration of major festivals in the liturgical calendar. A variety of adults lead worship. Strong links with the local church communities mean that clergy from these churches deliver high quality worship supporting development in this area. Pupils enjoy and are inspired by the stories, music and opportunities for reflection. Pupils plan and lead worship on a regular basis. Well-resourced areas for reflection in classrooms provide opportunities for pupils to reflect but the link to spiritual development and prayer is less defined.

RE plays an important part in the school's vision for a curriculum which enables children to 'be the light'. The recent Diwali day was enjoyed by all and contributed to pupils' understanding of cultural differences however the area of cultural diversity remains an area for further improvement. Children have an opportunity to work collaboratively in larger groups and engage with RE more deeply by taking part in a federation event for this purpose. Children's understanding of some core concepts such as Eucharist requires further development. Assessment systems are beginning to support learning by helping teachers to gauge progress and use the information to inform their planning.

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