



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### **Burnsall VA Primary School**

Burnsall  
Nr Skipton  
BD23 6BP

**Previous SIAMS grade:** Good

**Current inspection grade:** Good

**Diocese:** West Yorkshire and the Dales

Local authority: North Yorkshire

Dates of inspection: 2 December 2015

Date of last inspection: 1 March 2011

School's unique reference number: 121622

Headteacher: Julie Morton Lee

Inspector's name and number: Victoria Farby 342

### **School context**

Burnsall is a small, rural primary school in Upper Wharfedale. Most of the children travel to the school from a wide area surrounding the village. Pupils are of white British ethnicity. There are currently 26 children on roll, 3.8% of pupils have a SEN statement or on School Action Plus. No pupils qualify for FSM or FSM6. The school is organised into two classes. It is a very different school from the one that was inspected in 2011. The school is now working in collaboration with Cracoe & Rylstone Voluntary Controlled School; both schools share the Headteacher who is new in post since the previous inspection.

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

- The raising of the profile of religious education (RE) that has impacted positively on the Christian character of the school.
- The quality of relationships rooted in Christian values impact positively on the behaviour and attitudes of learners.
- The strong and mutually supportive links between the school and the church community.

### **Areas to improve**

- Develop children's understanding of the Christian understanding of the Trinity.
- Develop children's understanding of Christianity as a multi-cultural world faith.
- Enhance the monitoring and evaluation of collective worship by involving all foundation governors.

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

The school's distinctive Christian character permeates the school and enables learners from all groups to feel valued, special and happy, demonstrating respect and care for others. The mission statement of; Care, Consideration, Courtesy, Concentration and Co-operation, known as the 5 Cs, are interwoven with explicit Christian values. These are displayed around school and are regularly linked to collective worship, to RE and all areas of the curriculum. They are also evident in the school's reward system and excellent behaviour of the children. One pupil commented 'you should love your neighbours more than yourself so that in the playground you should share the popular toys even though you would like them for yourself.' There is a strong focus on school improvement and children make good or more than expected progress. A foundation governor is linked to the SIAMS self- evaluation and reports are regularly shared with other governors at meetings to ensure all leaders are engaged with self-evaluation and share a strategic vision for the school as a church school. Governors were knowledgeable about the introduction of Philosophy for Children in school. They were able to share and demonstrate the strong emphasis that has been placed on giving the pupils opportunities to express their views and to take on genuine responsibilities. 'Thanks' questions are collated in Big Books and this approach is enabling the children to articulate their own views, listen respectfully to those of others, and talk about making right choices. As one pupil explained you have a question, then you have your own idea then you listen to someone else's idea and sometimes you 'get stuck in the middle.' Fundraising for others is a natural expectation for the pupils. This is demonstrated by one pupil's explanation of how she had researched local charities, presented her findings to the whole school who then voted for the charity they wanted to support. Following this the pupil then wrote to Upper Wharfedale Fell Rescue and invited them in to speak to the whole school. Children are active in a range of charity work including involvement in the Archbishop of York's Young Leaders Award which enhances their awareness of the needs of others. The school nourishes, encourages and challenges the spiritual, social, moral and cultural development of all learners. Staff and pupils speak confidently about how new children are integrated quickly into school life. The school environment is used to good effect to promote spiritual reflection, prayer and worship. Since the last inspection the library has been relocated to the first floor 'dorm' and a reflective space created where collective worship is held, this is enhancing the children's understanding that worship is a special time. The area also incorporates opportunities for pupils to engage in personal prayer and reflection. 'Say a prayer for peace somewhere in the world and add a dove to the cross.' Pupil's ideas have been fully utilised in the development of this area including a display of crosses from around the world with displays of religious artefacts and resources.

**The impact of collective worship on the school community is good.**

Since the previous inspection, the school has addressed the area for improvement that was identified. Daily worship is a special time of day for children and adults alike. There has been an enthusiastic response to the formation of the Collective Worship Hub since visiting the worship committee at Cracoe & Rylstone VC School. The group at Burnsall now takes responsibility for setting out the worship area, including changing the colours of the cloths and Rev. Wilfrid's vestments. They meet with the Headteacher, the Priest in Charge and the Youth Worker to plan collective worship based on themes. These are linked to Biblical accounts and Christian festivals which supports understanding of Anglican and Christian symbols and the person of Jesus Christ. The Hub also researches an assignment in between each meeting with the aim of enhancing the school's vision to live their Christian values. It is from these discussions that inspired the idea to have a Faith Around Us Board display in school, they also decided to write to a local charity and look for friends abroad. A range of leaders lead collective worship including the Priest in Charge and the Youth Worker who each lead collective worship on alternate Mondays. All teaching staff also lead worship on a regular basis

as do groups of Key Stage 2 pupils. Pupils relish the roles they have and fulfil these confidently enhancing their worship experience. I was invited to join in pupil led worship on the subject of Advent which began with the Christian greeting 'Peace be with you.' Opportunities for silence within worship time are good. In addition a prayer box and prayer net are used by the children for personal prayer outside of collective worship. They also write their own prayers based on Christian values, 'What do Christians have to thank God for? What have I learnt about being thankful?' Some children are so inspired by collective worship that they volunteer to represent the school at church services on Remembrance Sunday and participate in Christingle Services.

### **The effectiveness of the religious education is good.**

The Headteacher has considerable subject expertise and is providing clear direction in this subject. Units of work have been adopted to enable discrete and integrated teaching. These are compliant with the Diocesan syllabus but have been drawn from a range of sources. The Headteacher's enthusiasm for RE is 'just like a ripple effect' and the enthusiasm is spreading. The new curriculum and planning has raised the profile and quality of RE provision, energising and empowering staff to teach creatively and new resources have been purchased. The Collective Worship Hub has also been inspired by the new resources. Children enjoy religious education. They told me they like it because they learn about different places around the world and explained confidently how the resources help them understand that there are different world faiths with different traditions. Assessment Ladders and Big Books have been introduced to evidence work undertaken in RE. They use art work and literacy skills very well to show what they learn about and from religion. Through a range of learning experiences children think, question, interpret and analyse different practices. The majority of teaching in RE is very good or better. In the KS2 lesson pupils were focused and engaged working collaboratively in teams to complete a Venn diagram about routine and ritual in prayer. A high level of open ended questioning was challenging pupils to think deeply and articulate their ideas, understand the relevance to believers and compare these to their own ideas. In KSI pupils were learning about 'what does light symbolise at Advent? They were able to use and apply their knowledge to create their own Advent wreath design. Imaginative RE displays are evident around school and show creative responses to RE, including the involvement of KSI pupils in the trial materials for The Christianity Project. RE makes a good contribution to children's understanding of Christian values as well as their spiritual, moral, social and cultural development.

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

The Headteacher brings effective and inspired leadership to the school, promoting an explicit Christian vision. She has been in post since September 2014 and is both the RE subject leader and collective worship co-ordinator. Foundation Governors spoke highly of her experience in theology and how this is having impact on the church school ethos. The school provides high levels of care for all its pupils and offers learning experiences, which help pupils to discover and foster their individual talents which are celebrated in school. Well-planned support for SMSC ensures that pupils develop as confident, well-rounded learners who demonstrate care and concern for others and the world they live in. There is a strong focus on school improvement and children make good or more than expected progress. Both governors and staff commented upon the effective way that collaboration has opened up creativity and enabled the community to work together for shared services such as Harvest festival and staff training. In addition links are being developed with another local Skipton primary school to enhance the understanding 'we are all different but the same.' The children told me how they had enjoyed meeting children from a town school. In order to extend children's learning and understanding of the wider world links are also being sought in the USA and South America.