



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Follifoot Church of England Voluntary Controlled Primary School

Main Street

Follifoot

Harrogate

HG3 1DU

Previous SIAMS grade: Good

Current SIAMS grade: Good

Diocese: West Yorkshire and the Dales

Local authority: North Yorkshire

Dates of inspection: 9 December 2015

Date of last inspection: December 2010

School's unique reference number: 121560

Executive Headteacher: Paul Griffiths

Inspector's name and number: Lynne Gillions 662

School context

Since the last inspection, the school has gone through significant turbulence in staffing, governance and structure. Following a formal collaboration in September 2014 the school then entered a federation with Spofforth Church of England School in 2015. There are 51 pupils on roll. The proportion of pupils eligible for the pupil premium or with special educational needs or from minority ethnic groups are all below national averages.

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

- The vision and commitment of the headteacher and governors in establishing the federation has brought stability and is leading to improved outcomes for the pupils, raising attainment across the whole school so that it is mostly in line with or above national averages.
- Christian values such as endurance and hope are incorporated into the school's Learning Principles leading to effective strategies which have encouraged the children to become reflective learners who are making good progress.
- Children are well nurtured and this means they are happy, secure and eager to learn.
- Children are very well behaved and show respect for each other and for those from different cultures, recognising their common humanity.

Areas to improve

- Establish a rigorous system of monitoring and evaluation by the governors which feeds into the school development cycle and leads to further improvement as a church school.
- Deepen children's understanding of Anglican practice and other expressions of Christianity.
- Provide more first-hand experience of different cultures to enrich children's knowledge and understanding of other faiths and customs.

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

Christian values play a fundamental role in Follifoot school. Their incorporation into the school's Learning Principles puts them at the heart of the school from where they influence all areas of school life. All stakeholders recognise the importance of these values and the effect they have had on raising standards so that they are now mainly in line or above national averages. There is confidence that since becoming part of the federation there is better provision, particularly for teaching and learning. Each child is seen as God's child with the potential to learn and the school aims to give them life-long skills. Children are happy and enjoy school and the welcoming, caring approach creates a family atmosphere where children feel secure and supported in their learning. 'The school has pastoral care and Christian values at its core.' Described as a place of 'peace and tranquillity' school encourages the children to reach high standards in their learning attitudes and in their interactions with each other. Indeed, relationships between adults and children are very strong and supportive and create a positive and purposeful learning environment. The staff provide good role models for the children. The school provides opportunities for spiritual development, particularly through collective worship and religious education, but there is capacity to provide more experiences to further develop children's spirituality. Children enjoy RE particularly when activities are practical or creative. They like to learn about other faiths and cultures and they have respectful attitudes towards those from different faiths. They were very enthusiastic about their visit to a mosque and would benefit from further visits to places of worship. Pupils are given opportunities to ask big questions such as 'Who made God?' They also discuss issues such as 'Is it ever right to steal?' and these are helping the older children to develop skills of enquiry, analysis and reflection and are helping them to look at issues from different standpoints. The RE subject leader provides good leadership and has helped increase children's enjoyment of the subject and raise standards. RE, Christian values, collective worship and other elements of the curriculum all make positive contributions to the good progress made in the spiritual, moral, social and cultural development of the pupils.

The impact of collective worship on the school community is good

Everyone recognises that collective worship plays an important role in school life. Children are generally very positive about it and become animated when talking about their own participation. They really enjoy pupil involvement both for themselves and when other children are leading and are keen to take on more responsibility. During worship, they behave respectfully, listen attentively and sing with enthusiasm. They are given opportunities to reflect on the theme both during worship and in their own classes. Collective worship is planned round half termly Christian values. It includes Bible stories and follows the pattern of the liturgical year. Special occasions are celebrated in the church, including an annual giving service where children from both federated schools worship together. The church also provides valuable support for collective worship in school and this strengthens the bonds between church and school. Children are familiar with some Anglican traditions though this is not fully developed. Pupils would benefit from exposure to other Christian groups in order to raise their awareness of different expressions of Christianity. Children are able to make some links between Christian values and their own lives. 'When we focused on trust it helped me to trust in myself, particularly on the school residential when we faced difficult challenges.' 'Respect taught me that people from different religions may look different but they are still human beings like me.' Children understand that prayer is important to people of faith. They like to contribute prayers to the School Prayer Book and these are read in collective worship. Sometimes, they take the book home to share with their parents. Prayers are also said at lunchtime and at the end of the day. Older children have the opportunity to offer spontaneous prayers and this is deepening their understanding that prayer does not always have to be formal but is simply talking to God. Children are given many opportunities to consider the life of Jesus and can remember stories about him. Their understanding of the Christian view of God as Father, Son and Holy Spirit is less well developed. Collective

worship helps to raise their awareness of the needs of others and children are involved in social action such as providing Christmas gifts for the homeless and raising funds for Children in Need.

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

The school has undergone radical change in its status, leadership and staffing since the last inspection. Leaders have worked hard to form a collaboration and then a federation with Spofforth Church of England School. This is now providing stability and a clear direction for the school and is enabling standards to rise. The headteacher is providing strong leadership and direction and, together with the governors, is correctly identifying priorities which should secure further improvement. Building on its vision and aims, the school has developed Learning Principles which are rooted in Christian values. These are having a positive impact on pupils' attitudes to learning and they are now making good progress in most areas, making them mainly in line or above national averages. The governing body has undergone significant change since becoming a federation and some procedures are in the early stages of development. Whilst governors have a good idea of the school's strengths and areas for development as a church school, they now need to establish a rigorous system of monitoring and evaluation to give them a stronger evidence base. They will then be able to identify their strengths and priorities which can feed into the school development cycle. Leaders ensure that appropriate status is given to collective worship and RE so that they make a strong contribution to the spiritual, moral, social and cultural development of the children. Subject leaders have been given training and supportive resources to monitor their subjects and this is resulting in positive outcomes in the teaching and learning in RE. Leaders recognise the value of working alongside others so the school has a number of partnerships, including with the church, which are making positive contributions to the school improvement agenda. The governors have identified appropriate training opportunities to enable them to move the school forward. Together with the headteacher, they form an effective team with the capacity to make a success of the federation.

SIAMS report Dec 2015 Follifoot CE Primary, Main Street, Follifoot, Harrogate HG3 1DU