



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

North Ferriby Church of England Voluntary Controlled Primary School

Church Road
North Ferriby
East Yorkshire
HU14 3BZ

Previous SIAMS grade: Satisfactory

Diocese: York

Local authority: East Yorkshire

Date of inspection: 3rd November 2014

Date of last inspection: May 2010

School's unique reference number: 117985

Headteacher: Russell Orr

Inspector's name and number: Doug Masterton 483

School context

North Ferriby Church of England Primary School has 277 children on roll and serves the village and surrounding semi-rural area some 9 miles east of Hull. The very large majority of the children are White British. The percentages of children eligible for free school meals or having special educational needs are both low. School buildings occupy two sites either side of Church Road and are close to the parish church.

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

- North Ferriby Church of England School confidently promotes its Christian purpose and inspiration. Children's personal and spiritual development is therefore strong.
- Collective worship is a real strength of the school, inspiring children's understanding and their wish to take part.
- A clear Christian mission provides a strategy by which the school can now fully develop the Christian distinctiveness of the curriculum, grow the professional contribution of all staff and nurture children's mature understanding of how Christian faith is expressed and applied.

Areas to improve

- Strategically and consistently apply and embed the school core Christian Values into all appropriate areas of the curriculum in order to enhance and improve the distinctiveness and effectiveness of school provision.
- Extend children's understanding of Christian faith principally through religious education (RE) and collective worship so they may develop confidence to consider and maturely discuss big questions and Biblical truths.

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

North Ferriby Church of England Primary School boldly displays and expresses its Christian foundation and seeks to embody the model of a Christian community committed to the care and service of others. This ethos sustains high quality relationships at every level. The school is a place where children and adults are very pleased to work together and support each other's well-being. Consequently, as a result attendance is very good. When inspected by OFSTED in 2012, the school was judged overall to be good with good achievement. In 2014, the good achievement of younger children has been sustained but for those leaving the school aged 11 years, overall standards and progress were not quite so high, principally caused by reduced standards in mathematics. The progress made by disadvantaged children remains good. Children's personal development is impressive. They are exceptionally well behaved, very respectful of each other's opinions and very conscious that they attend a church school. They are constantly reminded of the core Christian values of friendship, forgiveness, trust, service and creation that underpin the ethos of the school. Children receive a wide breadth of experience promoting their spiritual and personal development with many opportunities for spiritual reflection together with shared activities involving children from other nearby schools. This gives them experience of working with their peers from different social contexts. However their contact with children from wider ethnic, cultural and faith backgrounds is limited. North Ferriby has links with a Christian-founded school in Kenya that helps their understanding of conditions in underdeveloped countries. RE has a raised and significant profile in school provision. It is now taught by all class teachers for one hour each week but aspects also feature in other curriculum subjects. Assessment shows standards are in line with core subjects. Children value their RE and greatly enjoy talking what they have learned about but they currently have limited opportunity to explore more profound questions surrounding Christian faith and belief using critical enquiry and discussion. They also do not instantly associate the school's Christian values with the Biblical record and the teaching of Jesus. A recent revision of the school mission by governors has powerfully influenced collective worship and RE. However core Christian values have not yet been applied strategically within all areas of the curriculum in order to enhance distinctiveness and improve provision. Thus their full impact on children's learning and understanding has yet to be realised.

The impact of collective worship on the school community is good

Collective worship has a very high profile in school daily life. It is organised on some days for the whole school and on others for younger and older children separately. All teachers are involved in leading collective worship. The vicar contributes regularly and there are frequent occasions where children themselves plan and lead collective worship in front of the whole school. All children are challenged to contribute in this way. Children for all year groups also serve as Collective Worship Ambassadors. Strategic planning by school staff and the vicar draws on exciting Church of England resources for collective worship and the liturgical calendar to construct a coherent plan enabling all those leading to build a rich programme. Children frequently take part, sing enthusiastically, listen avidly, and learn from the Bible. This was evident during the inspection. Older children are challenged to consider barriers to truthfulness and learned of the experience of Saul while younger children are introduced to the diverse character of God through a story of an African child asking questions of varied animals. There is a deeply embedded school culture of prayer with children writing and displaying large numbers of their own prayers in every classroom, saying prayers together and responding to what they learn through reflection. This helps energise children's support for charities. An Anglican flavour to collective worship is emphasised through lighting a candle, using liturgical responses, saying The Lord's Prayer and learning hymns. Children also experience different church services through taking part in a mock wedding, learning in church about baptism and seeing Holy Communion during their special Easter celebration. The parish church is used frequently for important events such as Christingle, Christmas, Easter, Harvest, a Bible service and when children leave school. Parents are warmly welcomed on these and

other occasions when children lead collective worship and their strong attendance is indicative of the way the school is respected by the community it serves. Those leading collective worship do not ignore or oversimplify Anglican teaching on the nature of God. Use is made of analogy to convey ideas of The Trinity but this is an area where children need further support to grow their curiosity and understanding and to avoid them simply repeating adult terminology when talking about God. Staff and governors actively monitor and evaluate collective worship. The school has recently begun a pilot asking children to write individually and in depth about their collective worship and to reflect on its impact. This is a potentially powerful mechanism that can follow each child's spiritual development and to track progress in understanding and applying school Christian values.

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

Governors have recently undertaken a process to redefine the mission of the school using extensive consultation with all the school community. Explicit Christian Values now underpin a confident statement of mission and provide direction for the work of the school. These are viewed as the principal driver for school improvement and to secure the well-being of children. The leadership of the head teacher is characterised by his support for, and belief in the contribution that all his colleagues can make to a distinctive and effective school environment in which children may flourish. Leaders' self-evaluation is detailed, reflective and accurate in its appraisal. School development planning includes improving the Christian character and effectiveness of the school. Governors have effectively tackled issues identified by the previous inspection concerning mission, the learning environment and self-evaluation. Staff at all levels offer mutual professional support and this has strengthened their ability to lead collective worship and to rise to the challenge of all teachers covering religious education in their classes. Some staff turnover has offered additional opportunities. All staff actively seek to apply the school values in their work. Although many are seeking to continue their careers in church schools, there has not yet been strategic development of their individual leadership skills. Partnership with the parish church is very strong. The vicar serves as chair of governors seeing work for the school as a key part of his vocation. As well making use of the church, the school contributes to parish worship not least through the frequent appearance of the school choir at the Sunday afternoon café-style worship that has become popular. The church also enables all children to take part in an Easter Journey experience, a shortened version of Stations of the Cross, which is a highlight of their school year. Children also visit York Minster and local Minster churches to extend their understanding of the wider Anglican community. Parents hold the work of the school in high regard particularly recognising the way that it meets the many various academic and emotional needs of all the children who attend enabling them to succeed. Collective worship and RE meet statutory requirements and both have a high status in school.

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