



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Sutton in Craven Church of England VC Primary School	Main Street Sutton in Craven Keighley BD20 7JS
Current SIAMS inspection grade	Good
Diocese	Leeds
Previous SIAS inspection grade:	Good
Local authority	North Yorkshire
Date/s of inspection	13 October 2016
Date of last inspection	July 2012
School's unique reference number	121593
Headteacher	Tim Phillips
Inspector's name and number	Doug Masterton 483

School context

Sutton in Craven Church of England Primary School serves its village and the surrounding area in North Yorkshire. The village is adjacent to the town of Crosshills between Keighley and Skipton where there are two other community primary schools. There are currently 108 children on roll aged from 4 to 11 years. Children are predominantly White British. Very few use English as a second language and a lower than average proportion are eligible for free school meals. The school is adjacent to the parish church.

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

- Key Christian values are carefully identified and used to inspire all aspects of children's academic and personal development. These values now underpin the school community inspiring inclusive care and shared responsibility.
- Collective worship embodies the purpose and character of the school. Children value the time for learning, prayer and reflection.
- School leaders are actively using Christian values planned into the curriculum and lived out in school life in order to secure continual improvement of all aspects of this church school.

Areas to improve

- Make rigorous use of published criteria as part of school self-evaluation in order to identify all the ways this church school may progress towards becoming outstanding.
- Strengthen children's skills and confidence to approach the 'big questions' surrounding ideas of God, belief and faith and to argue logically when meeting conflicting explanations or different points of view.
- Promote a much more ambitious vision for the contributions that children can make to collective worship including opportunities for them to conceive, plan, lead and evaluate both class and whole school activities.

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

Until recently, academic progress has been lower than expected due to some older children's weaknesses in mathematics. This has been rectified through vigorous, improved quality of teaching but not all children have yet caught up to realise the standards of which they are capable. In reading and writing children's progress and standards are at or above average. Children joining the school midway through their primary education and those children vulnerable to failure are given special support to help secure their progress and well-being. One parent reports that his son who had had an 'attitude' towards learning was 'transformed' after just three weeks at Sutton in Craven and now no longer requires additional support. Such effective commitment to all children's development is recognised by parents and also respected by children themselves. It stems directly from the Christian mission of the school. The school expresses its purpose using explicitly communicated Christian values. Specific values, such as that of 'perseverance', are highlighted in turn, each for a few weeks and with school learning purposefully structured to reflect that chosen theme. Such provision directly promotes children's qualities, such as unselfish behaviour or response to need through exercising compassion. It also grows children's spiritual maturity. Parents remark on the way their children behave in related ways such as promoting friendships, showing understanding and tolerance of other religions, caring within the community and even supporting family members through periods of distress. Each week a 'caring hero' is nominated in each of the four classes. Parents have a high trust in the school. Parents, including those without a faith background, recognise that the school Christian ethos is valuable and effective. Children grow to become happy, mutually supportive, curious, well-behaved and keen to express their views. They are aware of how the Christian values are derived from the teaching of Jesus and what is expected from them as being members of a church school. Children are principally motivated by their self-discipline and the very supportive relationships between each other and with those who teach them. School classrooms are places where children work hard. They want to succeed and have confidence that they will get the support and help they need. Children learn of other religions and tolerance of cultures different to their own. They have visited a local mosque but do not have not much direct interaction with their peers of other faiths and ethnicities. Religious education (RE) is a key feature of the curriculum, taught by all teachers using the locally agreed syllabus. Children's sound knowledge of Bible stories and key ideas relating to the Christian faith indicates that the subject is enjoyed and that it is effectively promoting their academic and spiritual development.

The impact of collective worship on the school community is good

Collective worship is the most important feature of the school day. All members of the community value the time that it gives them to be together. It embodies the character of the school and no children are withdrawn. It is organised for all members of the school to meet together and on special occasions the church is used. Worship also takes place in class groups once each week giving children more scope to make their personal contributions. Behaviour and respect during collective worship is of a very high standard. Collective worship time is always symbolised by a lighted candle and with an ambiance of quietness for reflection and prayer. The prayers that children have written are used and displayed. Both in whole-school and class-based collective worship the currently highlighted Christian value is approached from many directions but particularly through Bible stories. It is then interpreted in contexts accessible to young learners, for example inviting children to consider how they might 'persevere' to realise their personal goals in the standards of work they are striving to reach. Collective worship themes are planned around the Christian calendar, local well-being initiatives such as 'Staying Safe', and events linked with the church. Visits to the local church make it possible for parents and carers to join the school for collective worship and this is widening community participation in parish life. The parish priest makes an important contribution to the collective worship programme. There is a tangible spirituality in school. Prayer is encouraged at different times of the day and children recognise its value either both in terms of recognising human needs (including their own) and for giving them time and space for reflection in order to respond caringly to situations they encounter. School 'Christian Art' days also stimulate children's spiritual consciousness. They are curious and want to talk about ideas such as the concept of God through the components of the Trinity but they need more help and support to use vocabulary and logic, in order to structure their thinking. Children play a part in contributing to their collective worship but there is much more that they could still offer. They are just at the early stages of exercising the opportunity to conceive, plan and lead some acts of collective worship themselves. Governors, staff and children contribute to the evaluation of collective worship but full benefit from this process has yet to be realised.

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

The school vision to, 'develop the whole Christian ethos and to encourage children to gain knowledge of the Christian faith' is well interpreted through the use of explicit Christian values to shape the curriculum and children's experience. It underpins leaders' commitment to raise standards, develop children's spiritual maturity and to assure their well-being. Since the previous inspection more visual stimulus of spirituality has been introduced into classrooms, children are taught about other faiths and they contribute to collective worship evaluation. Current school planning is focussed and secure. Self-evaluation is comprehensive, honest and accurate. Collective worship and RE meet statutory requirements. The school has thus clearly improved. However, school leaders do not currently extract the full benefits of objective self-evaluation against National Society criteria in order to pinpoint all those specific changes that, taken together, can move the school, provision and outcomes towards becoming outstanding. Leadership roles in this small school are taken up by all staff. The headteacher has secured a re-invigorated commitment to children's academic progress through expert teaching and the establishment of a strong Christian ethos. These are fully shared values and give mutual purpose among all members of the school community. This shared responsibility secures the commitment, resilience and confidence of all staff but currently there is too little strategic staff development growing skills for church-school leadership in this and other schools. Partnership with the parish church right on the doorstep is strong. The parish priest has a high profile in the life of the school and this work forms a key element of her mission. It is reinforced by the Christian profile of the school in its service to the community. Links and partnerships with other nearby schools in the diocese are not fully exploited to support an understanding of diversity and to help children interact with those of other faiths and cultures. Parents speak highly of the work of the school noting the commitment to each child's academic development, the culture of caring towards and among the children together with the relevance and quality of Christian values shaping school life. They trust the school and praise the value of the connection with the church. They admire the 'well-rounded' character their children develop at Sutton in Craven Church of England Primary School.

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