



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Bainbridge Church of England Voluntary Controlled Primary School

Bainbridge
LEYBURN
DL8 3EL

Previous SIAMS grade: Good

Diocese: West Yorkshire and the Dales

Local authority: North Yorkshire

Dates of inspection: 27 January 2015

Date of last inspection: 4 November 2009

School's unique reference number: 121477

Headteacher: Charlotte Harper

Inspector's name and number: Vicki Farby (342)

School context

There have been significant changes since Bainbridge Church of England Voluntary Controlled Primary School was last inspected in 2009. The school is now part of a three-way collaboration with Askrigg and West Burton Schools who share one executive Headteacher. There are currently 20 pupils on roll and 13 in the nursery. Bainbridge works very closely with Askrigg combining all their resources to teach all Early Years Foundation Stage and Key Stage 1 children at Bainbridge and all Key Stage 2 children at Askrigg. 25% of children qualify for Free School Meals and four children are eligible for the Pupil Premium. Almost all are white and British. The Headteacher has been in post for 18 months following a Headteacher who had been seconded for 12 months. There have been some significant changes in staffing and organisation. Each school now has a Base Leader responsible for the school in the Headteacher's absence. Each school also has its own governing body.

The distinctiveness and effectiveness of Bainbridge as a Church of England school are outstanding

- 'Learning and Growing, Loving and Caring with Jesus', is at the heart of all that the school does. The conviction, with which this vision is promoted by senior leaders and governors and shared by all members of the school community, ensures the school's is successful in meeting the academic needs of the children. From below average starting points in Foundation stage in 2014 at Y6 86% of pupils achieved Level 4 or above in reading, writing and maths compared with 79% nationally.
- The exemplary behaviour and attitude of pupils based on a secure understanding of Christian values such as responsibility and respect.
- The explicit Christian character of the school, exemplified through high quality displays of pupil work, which reflect the focus on embedded Christian values.
- Relationships with St Oswald's Church Askrigg are very strong in promoting a shared Christian vision for development and learning.

Areas to improve

- To provide opportunities for learners to understand and make links between the beliefs and practices of faiths, other than Christianity so that pupils will develop a greater

awareness of diverse communities.

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

During a period of significant change, Bainbridge school has maintained and strengthened its distinctive Christian character. The school promotes the Christian values of Thankfulness, Reverence, Endurance, Creation, Peace and Hope and these are illustrated and visibly displayed around the school. These values permeate school life and form a basis for Spiritual Moral Social and Cultural development. Children articulate the values and this impacts on their behaviour, attendance and attitude to school life. The values are taken seriously and are understood to influence the lives and choices of individuals, relationships, behaviour and the community as a whole. As one pupil said 'learning about Christian values helps us to use these in our lives at home and at school'. All the children are very well supported, both in terms of their learning and their wellbeing. Religious education has a significant impact on the children's spiritual development and this is evident in pupils RE work by the questions the children ask and how they illustrate and record their understanding about Christianity around the world. The children enjoy RE and the numerous opportunities they are given to pray and reflect. Reflection areas in the classrooms around the school are well used, thought-provoking and valued. This evidence can be seen in the Prayer Trail around the school demonstrating how all aspects of the school, environment and school life are cared for. The school's Christian values results in a secure and caring environment where the majority of children make expected progress in all core subjects. Achievement is good compared to national outcomes. Results are analysed carefully and feed into the school's improvement planning. The strengths within the school's Christian character are also at the heart of all relationships. Pastoral care is evident, not only for the children, but for the staff. A member of staff commented how blessed she feels to work in a very special place where all contributions are valued based on Christian values. The school's very distinctive Christian mission statement, 'Learning and Growing, Loving and Caring with Jesus', shapes the thinking of the school and is understood, articulated and embraced by all members of the school community. The parents agreed that the school teaches Christian values and opens the door for the children to ask spiritual questions. Pupil's behaviour is exceptional and this is reflected in the schools RESPECT code which, as the Head teacher described, weaves the Christian life of the school together in terms of relationships, through a creative curriculum and expectations of behaviour. The children articulated their pride they have for their code of RESPECT and how this helps their school to be a better place for learning, as one KSI pupil said, 'Learning is more important than playtimes'.

The impact of collective worship on the school community is outstanding

Collective worship is a central feature of school life and is respected and enjoyed by all members of the school community including parents and governors. Children understand the threefold nature of God as Father, Son and Holy Spirit. One child explained, 'We can't see the Holy Spirit but it's inside us to help us'. Another child said, 'Collective worship is important because we learn about the life of Jesus and this helps us to know how to behave and make the right decisions'. Collective worship is well planned and covers important Christian festivals and has a strong emphasis on Christian values each half term for example this half term the Christian value is Hope. This emphasis enables children to have a very good understanding of the nature of worship, the Christian faith and Anglican traditions and practice. The children articulated clearly their knowledge of the colours of the church year and their significance, they knew red would be for saints' special days and linked these to the patron saints of the UK. Children benefit from a varied experience of worship led by a range of people including the vicars from St Oswald's, Askrigg and St Andrew's, Aysgarth. The school also has a good working relationship with the Methodist Chapel in Bainbridge where the Eastertingle service will be held this Easter. The children attend joint services with all the children from the three schools in the collaboration and regularly participate in a number of services at St Oswald's with children from Askrigg school. A rigorous system of self-evaluation has been introduced

for collective worship and involves all members of the school community. Staff evaluations are completed daily, pupils and governors evaluate collective worship half termly as do Foundation governors. They observe the children, talk to them and give feedback to the Head teacher on the collective worship she leads. Pupils are invited to say what they understand about God the Father, Son and Holy Spirit as well as remembering what they know about other faiths. The children also plan and lead a collective worship each half term. They enthusiastically articulated all they had learnt about the life of St Francis as they believed this had helped them to learn more about the values of respect and reverence. This was reinforced by the school community who talked openly about helping pupils to make choices as they support them on their spiritual journey. Children are also knowledgeable about the Bible and how it's teaching impacts on their lives; they can make reference to Biblical scripture to support their discussion about distinctly Christian values. The prominence of prayer across the school ensures that worship is a spiritual experience of real significance. This happens naturally throughout the day; one parent commented how opportunities are created for children to reflect in prayer. Parents also respond to their welcome in special services. They particularly enjoy Celebration Fridays when they see their children receive awards for achievement and for demonstrating Christian values.

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

The Headteacher is an inspirational leader with a strong personal faith and a clear vision for the development of the school. Self-evaluation directly informs school priority planning. One governor explained since the Headteacher's appointment she has re-motivated staff and governors. She has done this by giving stakeholders a voice which has had a positive impact on change and improvement. She has achieved this through parent forums and discussions with parents. She is respected and well supported by the school, church and wider community. Stakeholders and various communities are actively engaged in school life deepening relationships and developing experiences. The governors work in partnership with the school and their collaborative partners to effectively monitor and evaluate, ensuring that church school issues are identified and addressed through the school's improvement planning. Governors and staff are highly effective in articulating the Christian ethos and are a core part of the school's distinctiveness. Staff and governors speak passionately of how the children are nurtured, loved and accepted for who they are and how they are allowed to flourish with confidence. Learners' personal needs are met through seeking their views regularly. Leaders and governors strive continually to ensure that the academic needs of the children are met. School performance and the development of Christian distinctiveness are interlinked. The school values its relationships with parents and keeps them very well informed. School improvement priorities are well rooted in evidence and stakeholder views through regular questionnaires. The school is supported very effectively by the Diocese and the professional development of the staff is a high priority so that Christianity is embedded and explicit in the curriculum as well as contributing to the school's distinctiveness. The strong link with the local clergy contributes a valuable dimension to the school's Christian ethos. Collective worship and RE are led with commitment and high expectation as well as a genuine desire to continue to seek ways to improve further. RE is a high priority subject, good practice is shared and assessment is being developed further to ensure progress in RE is evidenced. Staff and governors spoke of the visible difference in the school as a result of the rigour that is applied to planning and evaluation where all stakeholders hold each to account to help the school continually improve.