



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Skidby Church of England Church of England Voluntary Controlled Primary School

Main Street
Skidby, Cottingham
HU16 5TX

Previous SIAMS grade: Satisfactory

Current inspection grade: Good

Diocese: York

Local authority: East Riding of Yorkshire

Date of inspection: 15 January 2016

Date of last inspection: June 2012

School's unique reference number: 117992

Headteacher: Steve Honey

Inspector's name and number: Judy Jones 797

School context

Skidby school is smaller than average with 65 children between the ages of 4 and 11. Children come mainly from the village of Skidby, but a few come from Cottingham and the Western side of Hull. Almost all the children are of White British heritage. The proportion eligible for pupil premium is below average and the proportion with special educational needs or disabilities is broadly average. The school is located close to the parish church.

The distinctiveness and effectiveness of Skidby School as a Church of England school are good

- The life of the school is based on the Christian ethos, which is explicit in policies and underpins decisions at all levels. As a result, children make good progress in lessons and achieve standards that are at least as good as and often better than expected.
- Children's spiritual and cultural development is good. They understand the importance of Christian values and are able to explain how the chosen school values influence their work and achievement.
- Links with the diocese are good and increasing. The school makes good use of the local church building.

Areas to improve

- Increase the number of children responsible for leading worship, in order that all are able to share this popular and valued initiative.
- Formalise the monitoring of worship by governors so that their recommendations can be used to support development and accurately review changes over time.

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

The Christian character of the school is evident in all the school does and is very apparent to children, who say their school is special because it is part of the church. The close links with the church and the fortnightly worship in the local church are important to children's spiritual development. They see the visits as some of the best things about their school and describe the church as a place to be quiet and think. This reflective attitude is carried over into school where the atmosphere is calm and purposeful during lessons and around the school. Children treat each other and adults with consideration and behaviour is good, and attendance is high. Exclusion is rarely used and then only as part of a support programme. In this harmonious setting children make good progress in lessons. The needs of individuals are closely assessed and work is planned to suit each child. Additional support is provided when needed and children accept the challenge to do their best at all times. The school's Christian values, discussed and agreed amongst staff and parents include 'perseverance' and this is taken seriously by children who can demonstrate ways their work has improved as a consequence. Cultural education is strong. Artwork in particular is of a high standard and often used to illustrate aspects of Christianity and Christian values. Children are rightly proud of the displays they have helped to create and enjoy the collaboration involved. Their knowledge of the Bible is broad and they can talk with authority about many Old and New testament stories. They know about the basic events in the life of Jesus and about miracles such as the feeding of the five thousand. They do not at present make a direct link between the life of Jesus and their own lives through, for example, seeing how the parables can be interpreted in modern situations. Prayer is part of their everyday lives. Children as young as eight can recite the Lord's Prayer and all are used to writing their own prayers, which may be used in whole-school worship. Although the school community is basically white British, children know that there are other world faiths and cultures beyond their experience, and are keen to learn more. They are very clear about the importance of knowing about and respecting different beliefs and customs. Much of their knowledge of other religions comes from well planned religious education (RE) which children speak of enthusiastically. The school has achieved an award for its work on schools in China and Africa and the leadership, including governors, is keen to increase contact with other communities.

The impact of collective worship on the school community is good

Worship is a central part of the school day and children enjoy the various formats and different presenters. They see it as an important aspect of being in a church school. Worship is fundamentally Christian and closely linked to RE and the school's values and vision of all children as special. Much of their knowledge of the Bible comes from its daily use in worship. Children appreciate the meaning of the symbols used, for example, to represent the Trinity and consequently they have no difficulty talking about one God who has three forms. Teachers and others leading worship involve children in, for example, helping to tell a story, and they enjoy this active participation. Partly in response to the previous inspection, the school has set up a Church School Council with members from all age groups who meet fortnightly with the vicar to plan and lead some worship sessions. The status of this group is very high, partly because its members have to stand for election, justifying their reasons for being elected. The members greatly enjoy their planning sessions with the vicar. They assume responsibility for leading worship with confidence. This opportunity is excellent but at present too restricted, because other children questioned said they too would like to lead worship and do presentations 'even though I might be scared at first'. Worship follows the school calendar and reinforces children's knowledge of Anglican practice that they get from their church visits. Collective worship makes a strong contribution to the school's links with parents. For many parents the good relationships with the school are founded on their knowledge of the school through Christmas, Easter, and harvest festival services as well as the regular 'achievement assemblies' celebrating children's successes. Governors visit worship and feed back their observations orally. The

school finds this evaluation helpful. The lack of formal evaluation means that it is not easy to evaluate changes or improvements over time or share findings across all staff.

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

Good leadership has enabled the school to cope with a number of fundamental changes and simultaneously make improvements. Two thirds of the teaching staff has changed in the last twelve months, a new incumbent took over a year ago following a long interregnum, and responsibility for RE and worship has changed hands. In spite of this, the school's vision, established and led by the head teacher, has remained a powerful day-to-day and long term guide. Training for staff on the school as a church school has helped to give new staff the knowledge and insight needed to preserve the stability of the school's mission. As a result children continue to make good progress and enjoy a rich curriculum that encourages spiritual as well as academic development. Good planning for RE and worship ensures that statutory requirements for both are fully met. Sound progress has been made with the points raised in the previous inspection. The governing body is active both in supporting the school and being a critical friend. Governors have a good grasp of the school's strengths as a church school and of the challenges facing it. Oral reports of visits to worship are helpful to the head teacher but are not sufficiently formal to be used more widely or measure development and the effectiveness of changes or particular initiatives. Partnership with the diocese is good. The appointment of an incumbent has strengthened this significantly and supports an effective strategy for professional development to ensure future church school leadership. There is good cooperation with the local Methodist ministry and with the local community. Professional development for RE is good and leadership of RE and worship is dynamic and enthusiastic.

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