



National Society Statutory Inspection of Anglican and Methodist Schools Report

Terrington Church of England Voluntary Aided Primary School

North Back Lane
Terrington
York
YO60 6NS

Diocese: York

Local authority: North Yorkshire

Date of inspection: 7 March 2014

Date of last inspection: November 2008

School's unique reference number: 121616

Headteacher: Sarah Moore

Inspector's name and number: Penelope Heptonstall (634)

School context

Terrington is a very small primary school serving a rural community. It is confederated with a local school. A below average proportion of pupils are from ethnic minorities. The proportion of pupils with learning difficulties and/or disabilities is below average. There have been a high number of staff changes since the last inspection and there is currently an acting headteacher in place.

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

- The school's Christian ethos is embedded in its high aspirations for every child's achievement, personal development and well being.
- Inspirational collective worship is at the centre of school life.
- In Religious Education (RE) priority is given to an exciting curriculum with a focus on rigorous assessment and individual progression.
- Staff, rector and governors have a clear vision for the school based on Christian values linked to a reflective and collaborative approach to school improvement.

Areas to improve

- Establish a formal structure to strengthen regular church school planning.
- State the school's underpinning Christian values more prominently, especially in key policy documents to ensure that all stakeholders fully understand the school's distinctively Christian character.
- Ensure that the RE curriculum includes learning about the worldwide church so that pupils recognise that Christianity is a multi-cultural world faith.

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

This is a school where Christian values underpin a rigorous focus on every child reaching their full potential. As a result pupils achieve well academically regardless of their ability or background. Parents and carers speak enthusiastically of the school's family ethos which leads to pupils being rounded, confident and caring individuals. The loving care given by the school to families also feeds into the whole hearted, warm, nurturing atmosphere. Pupils can easily express the Christian values which influence their kind and considerate behaviour. However, the school's Christian values and foundation are not overtly displayed in some significant areas of school life, for example in key policy documents. Despite this, there is a good understanding of pupils' spirituality which is promoted through opportunities to be quiet and reflect both inside and outside the school. Pupils speak appreciatively of quiet times, valuing time for reflection in collective worship and the daily 'going home' interactive prayer saying 'peace be with you'. A cross curricular approach to awe and wonder raises pupils' awareness of special experiences. The rector's much enjoyed, exciting stories, such as his encounter with the northern lights, are examples of this. Learners express their questions about the big issues in life with exceptional thoughtfulness and confidence. This is a result of outstanding collaborative working in planned talking time. It is also due to the value put on individual's views by both staff and pupils. In addition pupils benefit from rich opportunities to explore other cultures and world faiths.

The impact of collective worship on the school community is good

Collective worship is pivotal and inspirational to the life of the school. Pupils are very responsive to the outstanding opportunities given to them to ask many deep questions. As a result pupils talk readily and positively about the content of collective worship and how it influences their understanding of the world. Parents affirm that this influence extends to many pupil led initiatives in charitable giving. Pupils' caring relationship with members of the local community is exemplified in the harvest tea provided by the school. Collective worship has good Biblical content and this reaches into high level reading skills developed through pupils reading the Bible aloud and drawing their own inferences from Biblical text. Study of the New Testament helps pupils focus on the life of Jesus Christ and is used powerfully to develop insights into his life. This was reflected in the story of the temptations in the desert as a starting point for a whole school discussion about sacrifice. In addition Biblical material aids pupils' understanding of the Trinity resulting from their questions about the reasons for Jesus' actions. Prayer punctuates the school day and includes the Lord's prayer, which pupils say with enthusiasm. Personal prayer is also encouraged alongside prayers for the wider world as in the thoughtful prayers written on the death of Nelson Mandela. Pupils develop an understanding of church seasons through attending services in church to celebrate festivals. Older pupils are enthusiastically involved in planning and leading collective worship in a sensitive and collaborative environment. This provides an excellent opportunity for developing all pupils' responses. Planning around weekly themes involves staff and rector who use varied and creative methods of delivery on each day of the week. In this learning and reflective ethos there is personal improvement. However, a more regular, formal approach to monitoring, to ensure consistently high standards, is needed for collective worship to be outstanding.

The effectiveness of the religious education is good

RE is given high priority in the school, leading to good improvements since the last inspection. The RE coordinator leads improvement in standards through her participation in training and support for staff. The school now makes good use of the diocesan RE syllabus, supplementing it with local authority materials, for long term planning. There is a very well structured approach to lesson planning. This partly results from appropriate age-related levels of attainment in RE being very clearly displayed in classrooms. In addition pupils have involvement in self assessment linked to personalised targets based on these levels. Teachers' assessment confirms pupils' self assessment to ensure proper progression. Parents know about their child's progress in RE as it is given high status in pupils' reports. Pupils' reports together with the targets in their work books ensure that pupils are aware of the high priority

given to RE. Pupils develop a range of skills through the use of enquiry and excellent discussion. They make good use of high quality Bibles to enhance their knowledge of the Old and New Testaments. For example Key Stage 1 pupils work confidently in pairs to look for stories to illustrate Jesus' teaching about a new start, enabling perceptive responses. Teaching is monitored by the coordinator and judged to be good. Pupils experience a rich variety of practical opportunities to learn about world faiths through visits such as to a Bradford mosque. In addition visitors and artefacts make RE exciting and relevant to pupils. However, pupils have little experience and understanding of Christianity as a multi-cultural world faith. Good links are made to themes in collective worship and the teachers' cross curricular approach enables pupils to develop connections between information and ideas in other subjects.

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

Christian values are embedded in the work of the school because school leaders have a common vision for the school and there is a strong partnership with the local church. This is reflected in the recently revised vision and values of the school. Governors and the acting headteacher state clearly that the nurturing Christian ethos ensures that all pupils are given good teaching, care and support, regardless of their starting points. Self evaluation, based on a sound knowledge of the school's academic and other performance, is at the heart of constant improvements in the school's work. Plans for improving the school's distinctiveness as a church school have been part of the school's overall drive for development and has had an impact on the promotion of Christian values. However, there is currently no regular, strategic planning group for church school development. Actions taken in partnership with the diocese in response to the school's previous inspection resulted in very good changes in the RE curriculum. In addition there is good communication with parents who support their children's learning through active involvement in many aspects of school life. The strongly collaborative approach of the school makes very good use of the strengths of federation exemplified by sensitive and skilled contributions by shared members of staff. Good training and professional development ensure that maximum use is made of individual experiences and skills for both governors and staff. Governors' evaluation and decision making is also influenced by formal feedback from the RE coordinator.

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