

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Carlton and Faceby Church of England Voluntary Aided Primary School

Carlton in Cleveland, Middlesbrough TS9 7BB

Current SIAMS inspection grade	Good
Diocese	York
Previous SIAMS inspection grade	Outstanding
Local authority	North Yorkshire
Date of inspection	9 June 2017
Date of last inspection	19 June 2012
Type of school and unique reference number	VA Primary 121608
Headteacher	Kathryn McDonald
Inspector's name and number	Lizzie McWhirter 244

School context

Currently there are 44 pupils on roll in this very small rural primary school. Pupil numbers are very low and the proportion of pupils who are disabled or who have special educational needs is above average. The headteacher has been acting headteacher since September 2015 and the substantive headteacher from April 2016. The school is in a formal confederation with Bilsdale Primary School, sharing key staff including the headteacher and five new governors. The assistant headteacher at Bilsdale is the religious education [RE] subject leader. Since the last inspection, all members of staff are new.

The distinctiveness and effectiveness of Carlton and Faceby as a Church of England school are good

- The strong leadership and vision of the headteacher in partnership with committed governors ensures the future development of the school as a church school.
- This is a welcoming and accepting Christian family community where the core Christian values of faith, hope and trust underpin the life and work of this small rural school. As a result, pupils grow in confidence, flourish, make progress and achieve well.
- The experiences offered to pupils and the links with the churches enrich the worshipping lives of pupils and adults alike.

Areas to improve

- Embed the work of the Church School Team in monitoring and evaluating collective worship and RE as important aspects of Christian distinctiveness.
- Embed the work on assessment in RE and learning from religion in gathering evidence to show progress and standards in this core subject.
- Extend the programme of visits and visitors to enable pupils to meet people of faith more frequently to nurture their spiritual and cultural development and knowledge of the worldwide Christian church.

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

This small rural primary school is a welcoming and accepting Christian family community. Its Christian foundation is rooted in its core values of faith, hope and trust. It has a longstanding Christian presence in the community, with excellent pastoral care for all members of its family. Relationships and behaviour are good, enabling this to be a positive place for pupils to feel safe, loved and able to learn. Staff work hard as a team in ensuring this school is a

happy and peaceful place to be. Pupils who come from other countries soon feel part of this school family. Pupils are willing to support one another with their personal needs and interests. Consequently, pupils grow in confidence and flourish. The school is constantly adapting its practice to meet the needs of its pupils, including vulnerable pupils as well as the more able. This includes support from the Communication and Interaction team as well as other agencies. As a result, all pupils make good progress.

The school is a Forest School and pupils use their grounds and surrounding countryside to remind them of the importance of being good stewards of God's creation. Pupils are aware of the northern Celtic saints, such as Cuthbert, Bede and Hilda after whom their houses are named. They are growing in their awareness of being part of a wider diocesan family through their vicar and visits from the archdeacon and the Archbishop of York. The use of 'Picture News' and charity fundraising also helps pupils' global awareness. Pupils are excited by RE which is a subject some pupils feel they do well in. Pupils say RE 'makes me think about other ways of looking at things'. Living in a rural community means that pupils do not have vast experiences of diverse communities and cultures. The school is aware of this and has already identified a link with a school in a very different context. Such partnerships ensure pupils' spiritual and cultural development is nurtured.

The impact of collective worship on the school community is good

Pupils at Carlton and Faceby plan and lead worship for the whole community. This is especially true for those who are members of the church school group. They proudly wear a cross as a badge of honour. They are comfortable with the rituals they use in ringing the bell and lighting the three-wicked candle. Pupils who may find some of their work a challenge, enjoy reading from the Bible and writing and leading prayers. This makes a good contribution to pupils' spiritual development. They take relevant themes, such as the story of The Ten Lepers and remembering to be thankful. A box of prayer resources includes a toy puffin to remind pupils of St Cuthbert.

Saints days and the Christian calendar are celebrated in school or in St Botolph's Church, such as Harvest and Easter. The recent Ascension and Pentecost service included Hungarian and German languages represented in school, giving a sense of the worldwide Christian family. Governors attend all the church services. Parents value the church services held at the end of term. The clergy are welcome and regular visitors to school, leading worship. Pupils say prayer is important to them as it is 'sending a message to God'.

When the Archbishop of York visited Faceby Church he gave the pupils prayer beads and they were able to talk to him about his work and ask him questions. For example, they asked 'if he enjoyed his role going about and making sure people worship God in a right way'. They said he replied that he felt 'very peaceful when preaching about God'. Pupils say they enjoy church worship as they feel 'closer to God'. They are growing in their understanding of The Holy Trinity. They explain this in their own words as, 'God who created the world, Jesus who came down in human form and the Holy Spirit who was sent down to the disciples.' They recognise the Celtic sign of the Trinity as well as other important Christian signs and symbols. Pupils, staff and governors evaluate worship throughout the term which informs future planning and enables worship to develop. The school has correctly identified embedding the work of the Church School Team in monitoring this important aspect of Christian distinctiveness.

The effectiveness of the religious education is good

Pupils say they enjoy RE and are now asking more questions and thinking at a deeper level. They comment that they do have strong opinions and they do enjoy challenging and exploring different aspects. For example, younger pupils recognise the church as a sacred place for Christians when studying holy places. They are becoming more confident in developing their religious vocabulary. Pupils say they like to learn about other people's perspectives. For example, older pupils explore Christian values and Humanist values as they discuss issues of truth and respect. They can all explain the Christian story of salvation in their own words.

Pupils and staff are enjoying using new resources to support teaching and learning in RE. This includes 'Understanding Christianity' which is already having an impact. For example, pupils say they have been enjoying 'going deeper, learning about creation'. Book scrutinies take place termly. The RE subject leader recognises one of the challenges is gathering evidence and ensuring that more able pupils are progressing. The school has correctly identified that embedding the work the school has done on assessment of RE is an area for development. This includes gathering evidence on learning from religion to show progress and standards across the school. Nonetheless, RE has a high profile in this school and makes a good contribution to pupils' personal and spiritual development and to the school's Christian character.

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

The strong leadership of the headteacher in partnership with committed governors is enabling this school to move forward on its journey as a rural primary school. New staff have been made welcome and valued because of the school's strong Christian ethos. The school's Christian values of faith, hope and trust underpin all policy and practice, informing the strategic direction of the school and pupils' personal and academic development.

Consequently, pupils thrive and achieve well.

The new church school team have revised this vision and there is now an action plan for leading a church school. They have addressed areas from the previous inspection and are excited and enthused about their role. Governors, which include a new chair, have correctly identified the need for the newly re-established church school team to monitor worship and RE more regularly. Both RE and worship are well led, managed and resourced and both meet statutory requirements. The RE subject leader meets with other schools to share good practice. In addition, the school benefits from diocesan support as well as attending training. As Carlton and Faceby is confederated with Bilsdale, key staff are shared between the two communities. Governors support staff in their roles and responsibilities. In addition, Bilsdale pupils join Carlton and Faceby pupils every Friday for their confederation day at Carlton School. Parents are fully involved in the life of the school and assist with clubs and activities, such as swimming. Links with the church are good with clergy leading worship in school every week and pupils are involved in writing for the parish magazine. Parents value the core beliefs of a church school and say they learn from their children, such as when they are studying the Jewish festival of Purim. They enjoy attending the parent workshops provided by the school. They value the confidence their children gain in belonging to this school. For example, the school choir experienced singing with other choirs in a concert at The Sage in Gateshead. There are good links with the pre-school, as the 'Little Owls' are growing in number. In all these ways, there is a renewed impetus to preserve the identity of this rural family school, whilst preparing its pupils for life and enriching their spiritual journeys.

SIAMS report June 2017 Carlton and Faceby CE VA Primary School, Carlton in Cleveland TS97BB