

## National Society Statutory Inspection of Anglican Schools Report

### **Crayke Church of England Voluntary Controlled Primary School**

Easingwold Road  
Crayke  
North Yorkshire.  
YO61 4TZ

#### **Diocese: York.**

Local authority: North Yorkshire  
Dates of inspection: 8th February 2013  
Date of last inspection: 9th June 2008  
School's unique reference number: 121484  
Headteacher: Gail Brown  
Inspector's name and number: Gillian Dorman-Smith 752

#### **School context**

Crayke Primary school is a smaller than average school serving the largely rural community of Crayke and nearby villages. There are 95 pupils on roll organised into 4 classes one of which is a separate Early Years Foundation class. The majority of pupils are of White British heritage. A new headteacher was appointed in April 2011. There have been improvements in outdoor provision for younger pupils and a remodelling of administrative and staff areas. 14% of pupils are on the SEN register, 12% are identified as gifted and talented and there are no pupils in receipt of free school meals.

#### **The distinctiveness and effectiveness of Crayke Primary School as a Church of England school are outstanding.**

This is an outstanding church school providing an excellent distinctively Christian education for all its pupils. Christian values are the touchstone for all aspects of the work of the school. Pupils are given a wealth of opportunities to develop as unique individuals. The strong teamwork of governors, staff and the church drives an unrelenting focus on meeting the needs of each individual pupil. This results in a highly inclusive ethos characterised by very good pupil achievement.

#### **Established strengths**

- Strong and vibrant links with the church and community.
- The wealth of opportunities offered to pupils through collective worship which supports their spiritual development.
- Pupils love of learning and ability to reflect.
- Leadership at all levels which embodies the school's Christian values.

#### **Focus for development**

- Develop further opportunities for pupils to explore their understanding of prayer.
- Determine processes for systematically sharing evaluations of collective worship with all pupils and the wider community.

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

The school's four distinct values of forgiveness, determination, friendship and respect underpin all aspects of this highly inclusive school. The strong Christian ethos is evident throughout the school from documentation and displays to mutually respectful relationships. Pupils speak extremely positively and passionately about the way they are valued and cared for as individuals. They achieve well and recognise that staff expect them to try their best whatever their ability. The excellent relationships which they have with each other are characterised by respect and care. They support each other through times of difficulty and are sad when sometimes pupils leave their school. Behaviour is exemplary and pupils instinctively seek to help others for example when playing outside. The curriculum provides a

wealth of enriched opportunities to develop skills and interests such as their participation at a national level in Young Voices and involvement in eco awareness through visits to school by Power-down Pete. Pupils have a heightened sense of global awareness for example through sponsoring a child in Honduras as well as fundraising for national and local charities. One pupil commented, 'We have so much and as Christians we should share what we have.' Pupils enjoy talking about the range of vibrant and interactive displays and readily explain their importance in helping them in their learning. They talk knowledgeably about the Christian artefacts in school and value the worship table in the hall as a focal point in collective worship as well as for 'the rest of the day'. They see it as special and appreciate how staff regularly refresh it to reflect the church seasons. The range of stimulating learning opportunities in Religious Education enables them to talk with enthusiasm about their work and visits made to other places of worship. As a result there is a reflective, mature and deepening understanding in their learning about Christian values and how they influence relationships within and beyond the school community. Staff pose searching questions as pupils explore and seek answers to challenging concepts such as the relevance of the Ten Commandments. They are aware how this approach can further develop pupils' spirituality. The school grounds provide spaces such as the gazebo where they can be quiet. Firm plans are in place to develop a willow seating area as a reflective space.

**The impact of collective worship on the school community is outstanding.**

Collective worship is central to the life of the school. It makes a significant contribution to pupils' spiritual and moral development. This is a very special time of day when they can pause and reflect together as well as sing joyously and pray. Pupils' understanding of Christian values is enriched because worship leaders, including staff share their faith in a real and meaningful way. The weekly Open the Book assemblies are eagerly anticipated by pupils who comment on the way the extended members of the church community 'make us think'. Family members can come along to share acts of worship led by different classes so that there is a strong sense of worshipping together. The Church School's Co-ordinator recognising the next steps for development, has recently involved groups of pupils in taking responsibility for planning and delivering worship themselves. There are a number of opportunities during the school day including lunchtime to reflect and pray. Pupils talk about the place of prayer in collective worship and respond to a range of prayer formats including saying the Lord's Prayer and the school prayer. They enthusiastically recount their experience of Prayer Spaces last year. However, they are less confident in discussing their understanding of the deeper meaning of prayer. Pupils look forward to attending church services to mark major Christian festivals and school occasions and readily participate in these services and festivals. They have a very good understanding of Anglican liturgy and the seasons of the church year. There are a range of regular evaluations of collective worship but the outcomes are not yet routinely shared across the whole school community.

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

The headteacher's clear vision for the school drives development planning and contributes significantly to the dynamic leadership of the school. She works creatively with other schools to share her vision of Christian values in practice. Recommendations from the previous inspection have been well addressed and there is a commendable structured self evaluation process focusing on the distinctive nature of a church school, which involves all stakeholders. As a result children staff and parents are confident to articulate very clearly how the school's Christian values impact on them personally. Staff value opportunities for their own development including succession planning. Pupils talk with reverence about Experience Easter 2012 and the difference it has made to their lives. They are proud that they attend a church school and speak of its special qualities. Pupils feel valued by members of the parish and there is a deep sense of belonging to the church family. Parents praise staff for the excellent pastoral care given to their children and the way in which Christian values are developed and lived out. The parish and school have worked very closely together in the time between the previous vicar leaving and the very recent arrival of the new incumbent. The faith, energy and enthusiasm of the foundation governor in working with the school continue to make a major contribution to this significant relationship.