



## National Society Statutory Inspection of Anglican and Methodist Schools Report

### **Kell Bank Church of England Voluntary Controlled Primary School**

Healey  
Masham  
Ripon,  
North Yorkshire  
HG4 4LH

**Previous SIAMS grade: Outstanding**

**DRAFT**

**Current inspection grade: Outstanding**

**Diocese: West Yorkshire and the Dales**

Local authority: North Yorkshire

Dates of inspection: 2<sup>nd</sup> February 2016

Date of last inspection: July 2011

School's unique reference number: 121508

Headteacher: Kathleen Allison

Inspector's name and number: Doug Masterton No. 483

#### **School context**

Kell Bank Church of England Primary School has 37 children aged 4 to 11 years and is situated in a very rural district of North Yorkshire some 12 miles North West of Ripon. It serves the socially mixed community of nearby farms and small villages. Children are predominantly of White British heritage. An average proportion have special educational needs or are eligible for free school meals. The executive headteacher is responsible for Kell Bank and two other small primary schools in the locality.

#### **The distinctiveness and effectiveness of Kell Bank as a Church of England school are outstanding**

- Kell Bank Church of England Primary School provides a secure, caring and stimulating education for children that is inspired by Christian values and a sense of community.
- School collective worship and prayer powerfully underpins daily life and work, making the school a beacon of Christian witness in the local community.
- School leaders and governors have responded wisely and generously to help improve and safeguard educational provision both at Kell Bank and in the surrounding district.

#### **Areas to improve**

- Extend the creative contributions that children make to their collective worship including the fullest opportunity for them to plan, direct and lead worship for the school community themselves.
- Explore ways in which children can have more opportunities to learn from their peers from other faith backgrounds, especially Islam.

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

Kell Bank school is a very special community. Life and work in school lives out the Christian Values at its heart and from these arises a strong, tangible bond of trust, commitment, respect, care and friendship uniting together and enthusing all members of the school. In this community there is a culture in which children flourish. They are all known individually by the adults they meet and they make good progress academically under close supervision. Great care is taken to meet all learning needs effectively. Generous provision is made for children with learning difficulties or other needs and they too make good progress with confidence. The considerable concern that children demonstrate for each other, often transcending age differences, stems directly from the values they have been taught. It makes a key contribution to their own confidence and security thus enabling each individual to succeed. A very special feature of school life is the experience children gain learning out of doors. At Kell Bank children grow to become happy, caring, courteous, considerate, thoughtful, imaginative and open to the idea of prayer as an inspiration for their actions. School values are understood and applied by everyone with all children and staff making a signed commitment to them together at the start of the year. These values are taught not only through religious education (RE) but throughout the curriculum - always interpreted and illustrated by the Christian teaching that inspires them. Children are taught RE not only through specific lessons which are properly resourced with time but in almost all other contexts of their school experience. Thus older children grow to be respectful concerning what they have learned but also very prepared to explore honestly, logically and thoughtfully the dilemmas associated with faith and understanding. Stemming from the previous inspection, school leaders have made considerable efforts to help children overcome the geographical and cultural isolation of the school through inter-school activities such as sport and with links established for children to correspond with their peers in Kenya and Poland. Visits are made to places of worship for different faiths but contact with those of Islamic faith is less strong.

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

Collective worship is held each day and is an occasion of central importance, motivating the life and work of the whole school community. It is led by the head teacher, teaching staff and local clergy. It includes very many contributions from children often through their spontaneous contributions when frequently invited to participate. Collective worship has a clear Anglican character with the symbols of the Bible, the Cross and a candle being used each time as reminders of the nature of God. Extensive analogy is used by presenters to help children's understanding such as the idea that the wind, although invisible, has evident effect and illustrative of the influence of God, the Holy Spirit and the power of prayer. Collective worship is varied including music, singing, prayer and time for reflection. It is imaginatively and strategically planned for all three schools under the care of the head teacher being inspired by the Anglican calendar, other religious festivals and school work. Content draws extensively from the Bible and reflects Anglican theology. Children express their understanding of God in Trinitarian concepts. Special acts of collective worship take place in local churches where is room for parents to join in. A very special feature is the way that older children are introduced to the Eucharist by the parish priest on a number of occasions each year. Children write and use many prayers. Following the previous inspection, a prayer garden was established and is now an important space in school where children like to place their prayers and reflect. Older children's understanding of prayer is mature. They are conscious of it being, together with collective worship, the inspiration for personal action to care. Prayer is also part of the school routine and children help decide which ones are used for example those said at lunchtime. Local clergy contribute each week reflecting the key role of the school in local mission. Children clearly value and enjoy the experience and many are now ready to step up to the challenge of planning and leading acts of acts of collective worship themselves and are keen to do so. Evaluation of collective worship is secure and ensures its continued impact.

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

Kell Bank School confidently expresses the Christian values on which its provision is based and they are used to shape a very distinctive and special education for the children in school. The choice of values and their communication is inspired. Friendship, Respect, Responsibility, Resilience, Co-operation and Caring express qualities that are seen as manifestly noble and worthwhile by parents with or without a faith background, yet the way that the school interprets, teaches and applies them is unequivocally Christian. They are suffused with other aspects of Christian understanding and response such as Service and Peace. Use of these values firmly secures the character and effectiveness of the school. The high quality of the leadership of the head teacher has been recognised by her being invited to lead work also in two other schools. In this matter, as in all others, governors moved with caution and through extensive consultation to ensure that provision at Kell Bank was improved through change. Governance and its leadership by the Chair is strong. Governors' scrutiny of school provision and performance is rigorous and fully informed by National Society guidance and criteria. School self-evaluation is honest, self-critical and accurate in judging effectiveness. Executive responsibility has not only enabled the head teacher to exercise greater strategic leadership for work at Kell Bank but also has required that leadership skills for church school responsibility be further secured among other members of staff. Shared headship, established in partnership with the diocese, has strengthened Kell Bank school leadership and management. Links and partnerships are also used extensively as means by which children's experiences are broadened. Key to the character and local impact of the school is its partnership with local churches. The school is 'high profile' in the community as an expression of Christian witness. Local clergy devote much time and care to collective worship and supporting school work. Parents are glowing in their praise for the way their children are helped to learn and for the spiritual quality of their life in school. Arrangements for collective worship and religious education meet statutory requirements.

SIAMS report. February 2016 Kell Bank CE Primary School, Healey, Masham. HG4 4LH