



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Fountains Church of England Voluntary Controlled Primary School

Grantley

Ripon

HG4 3PJ

Previous SIAMS grade: Good

DRAFT

Current inspection grade: Good

Diocese: West Yorkshire and the Dales

Local authority: North Yorkshire

Dates of inspection: 5th October 2015

Date of last inspection: September 2010

School's unique reference number: 121584

Headteacher: Karen Butler

Inspector's name and number: Doug Masterton 483

School context

Fountains Church of England Primary School is situated in a rural village some 6 miles to the west of Ripon. The school serves Grantley and surrounding villages including Sawley, 2 miles distant, where the parish church is situated. There are 87 predominantly White British children. The proportions eligible for free school meals and having special educational needs are both low. On September 1st 2015, the school federated with another Church of England primary school in the district under the leadership of a single headteacher, new to this school, and a reformed governing body responsible for both schools.

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

- Christian values shape the curriculum and the school community draws its inspiration from them. They are well incorporated within school collective worship and the life of the school.
- Through this distinctive experience, children make good progress and reach high

standards; they greatly enjoy their learning and collective worship.

- The creation of a federation of Fountains with another local Church of England school has invigorated the school community giving it renewed energy to realise the strengths and virtues of church school provision and thus realise children's potential and fulfilment.

Areas to improve

- Formally communicate and embed the Christian values by which the school lives into the key school documentation and whole school planning. Their impact should be monitored through formal evaluation and also through children's own assessment of their spiritual maturity.
- Greater support is required for children to better understand and apply the concepts, traditions and big questions at the heart of the Christian faith.
- The newly formed governing body needs to develop its full contribution to the monitoring of the effectiveness of the school as a church school and ensure that self-evaluation involves all members of the school community.
- Children should make a greater contribution to all aspects of their collective worship including planning and leading.

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

Fountains Church of England Primary school is a community where academic success and personal development is strongly nurtured by encouragement, care and concern for every individual. This stems directly from its Christian ethos and Anglican foundation and draws extensively from Christian teaching and Biblical inspiration. Special care is taken to meet the needs of children with learning needs and disabilities to secure their progress and achievement. Academic standards are high and all children make good progress. Individual learning is monitored closely and the school responds quickly to tackle any emerging weaknesses. Children learn and experience mutual care and concern playing their part in fulfilling each individual need. Such personal development, inspired by the school Christian ethos, is of equal importance to that of securing academic progress. The result is a school where children are happy at work, enthusiastic to learn, very conscious of the need to be kind to one another, quick to provide help and support to others and keen to contribute actively to school life, especially within their collective worship. They also support the work of charities. Children and staff enjoy working and learning together. Both within and outside their school subjects, children meet issues that teach, through a Christian perspective, compassion, justice, friendship and forgiveness although the school does not yet incorporate a full range of such values into all appropriate areas of school life. Children are very aware of what is expected of them in terms of behaviour, respect and care for others, and helping those in need but are not yet asked to reflect on the growth and development

of their personal spiritual maturity. Fountains offers children the opportunity to widen their horizons beyond the rural village through activities with neighbouring schools, events in Ripon Cathedral, and by joining in social / sporting occasions with their peers from further afield. They also are taught specifically about other world faiths and cultures. As a result, their religious education makes a very powerful contribution to children's personal development and maturity. Older children revel in the discussion of big ideas and have clearly been taught about the significant events and ideas that have shaped Christian faith and beliefs. Their spirituality and reflection is self-evident but they need some more help to structure their theological ideas and to be able to analyse and reconcile different interpretations of biblical stories and events.

The impact of collective worship on the school community is good

Collective worship is of central importance to the identity of Fountains as a Church of England School. Children, parents, staff and governors all recognise it as the most important distinctive feature of the school. It has an Anglican identity and all members of the community participate, including many parents. No children are withdrawn. Children freely assert that they enjoy collective worship and look forward to it. It is the key means by which the school communicates, encourages and praises the application of all the Christian values it nurtures and it secures the fellowship that binds the school community. Collective worship is enriched by the wholehearted participation of members of staff leading and contributing, dedicated contributions from several local clergy and above all the enthusiastic participation by children themselves. They contribute regularly to collective worship in school and confidently use prayer as a natural response to the situations they meet and hear about in their lives. There is a collective worship committee that channels their enthusiasm to take part but there is more that they can yet contribute including a full responsibility for conceiving, planning and leading their worship from time to time. In conversation, older children reveal that they have been introduced to the ideas of the Trinity but have a limited grasp of its concepts. Planning for collective worship is secure, incorporating the church calendar, key values, stories from the New Testament together with an emphasis on recognising the impact of Christian faith being lived out in the community.

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

At the time of inspection, Fountains had been in operation as part of a federation for just one month. The newly appointed head teacher and governing body have 'hit the ground running' in terms of planning the federation and beginning its work to ensure that all children succeed. Collective worship and religious education meet statutory requirements. School self-assessment is a key priority for the new head teacher and is well established. It is

accurate and has already identified the key areas for further improvement. A full contribution from the new governing body to school review and evaluation has, understandably, yet to build, using National Society criteria to underpin the basis of judgments. The Christian character of the school is very evident to all who are involved but the current stated aims and mission do not adequately reflect this. The values that the school cherishes are not listed on the school web site nor are they yet all systematically planned into appropriate aspects of school life and learning. Among the staff there is a very tangible consensus and common purpose that is enabling them to embrace the challenges and possibilities arising from federation. They are learning new skills, sharing experience, working across schools, promoting and leading collective worship and thus strengthening the resilience of church school leadership. There is a strong tradition of partnership with communities and churches in the district. Despite the distances involved, the school works to achieve a seamless integration between its collective worship and acts of worship in local churches. Quite deliberately, collective worship is viewed as the key portal by which the community, particularly parents, are introduced to and work with the school. Links are also well established with the Cathedral and a church in Ripon thus broadening children's perspective on the Anglican community and the wider world.

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