



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Micklefield Church of England Voluntary Controlled Primary School

Great North Road
Micklefield
Leeds
LS25 4AQ

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: York

Local authority: Leeds

Date of inspection: 17 March 2016

Date of last inspection: March 2011

School's unique reference number: 107992

Headteacher: Gillian Dodsworth

Inspector's name and number: Paul Bramley 326

School context

Micklefield Primary School is a smaller than average primary school of 108 pupils. It serves the local village with a limited number of children attending from the surrounding area. The area suffers from high unemployment. The pupils are mainly of White British origin. The proportion known to qualify for pupil premium is above average. The proportion of disabled pupils and those with special educational needs is above average. There is an above average proportion of pupils who join or leave school at other than the usual times. The current headteacher was in post at the time of the previous inspection.

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

- Inspirational collective worship that impacts positively on pupil's understanding of faith and Anglican tradition.
- The leadership of the headteacher and governors that shapes the distinctive character of the school and ensures that Christian values have a positive effect on achievement, personal development and wellbeing.
- Excellent links with the church that enable staff, parents and carers to view the church and school as one family.
- Opportunities within the school for reflection and prayer that are both creative and stimulating and that allow children time for spiritual development.

Areas to improve

- Articulate the school's distinctive Christian vision to the wider community to demonstrate and celebrate the impact of the Christian character of the school on the learners.
- Create areas for spiritual development and prayer within the school grounds to allow children time and space for reflection and contemplation outside of the school building.

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

Within this school an ethos of aspiration and seeking continuous improvement is evident in policies, planning and practice, and in discussion with members of the community. The Christian values of compassion, forgiveness, trust, service and Christian love are at the very centre of the school's work. 'God is present in this school' asserts the vicar. Many children understand the effect of these values on themselves and their learning, and speak of the importance of teamwork, honesty and support. Their moral and social development is therefore good. For example, the way older children support younger with mentoring provision is very effective. Children enjoy their time at school and love to learn. Numerous creative ways for learners to contribute and to be heard are offered through such as thought and worry boxes. Parents speak of the care and attention they receive at school and how they feel comfortable and cared for in this setting. They are confident to approach the school with any problems or concerns. Every child is seen as an individual, as a child of God, hence all feel valued. Many are supported with an individualised approach to learning. The cross in the main entrance strongly identifies the Christian character of the school, and this distinctiveness is represented throughout the school in the form of visual artefacts and displays. All visiting or attending are made aware of the Christian foundation of the school. Relationships at the school are good and based on Christian values impacting positively on all connected to the school. The links with the church are extremely strong with the present incumbent playing a prominent role in the life of the school. As a result, children and staff see the church and school as one family. Within the curriculum, religious education (RE) is given a high priority, supporting pupils' spiritual, moral, social and cultural (SMSC) development. Topics on other faiths provide a good insight into a range of cultures different from their own. The school faces difficulties in terms of pupil mobility and the small size of cohorts affecting data, both bringing significant challenges for the headteacher, governors and staff. Such issues they tackle with great determination and enthusiasm, motivated by the Christian values that permeate their lives and as a result provide learners with a personalised approach to learning which enables most pupils to make good progress.

The impact of collective worship on the school community is outstanding

Collective worship is inspirational, inclusive and totally engaging. It is celebrated and valued by all connected to the school. The local vicar plays a prominent role in its planning and delivery and along with staff and children creates an outstanding experience for children to enjoy and participate in. The Anglican tradition is prominent with the use of candles, the order of service, and the Bible. Worship centres on Biblical stories giving children an excellent insight into Christian teachings and offering challenging concepts for discussion and reflection. All connected to the school, especially the children, value this time. Staff and children alike speak of their enjoyment as they participate in the activity. The headteacher stresses its central place in the life of the community. Parents speak of how children often return home relating messages from the worship of the day with great enthusiasm. Children are calm, responsive and well behaved. Children are involved with preparation, delivery and evaluation giving a sense of ownership and pride to the process, contributing with much interest and confidence. They offer suggestions and ideas that are frequently incorporated into planning and delivery. Children develop an understanding of God as Father, Son and Holy Spirit through class discussion and in worship where candles are lit in their name. Each class has its own reflective area with a cross and artefacts allowing time for personal prayer and reflection. The school's prayer space in the entrance illustrates the importance that is placed on this activity. Children's prayers, questions and comments indicate how frequently this is used. Such opportunities for reflection within the school's grounds would be welcomed by children. The school is extremely well supported by the local vicar. Weekly visits have resulted in an excellent relationship being established between church and the school. The children visit the church for all major festivals. Monitoring and evaluation is outstanding with governors and headteacher observing then offering constructive comment. Governors see their role as one of ensuring that Christian teachings are at the heart of all the school's worship experience.

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

The school is well led and managed by the headteacher and governors. There is a great sense of team and commitment, along with a striving for improvement. The school's vision provides children with a place to learn that is rooted in the distinctly Christian values of compassion, forgiveness, trust, service and Christian love. Progress has been made in terms of improved academic achievement and attainment at the school this year, with the aim of a consistently higher level of achievement being of paramount importance to the headteacher and governors. The tracking of progress is thorough with individualised learning schemes adopted to ensure each child's particular needs are met. Self-evaluation is accurate with an explicit Christian vision impacting positively on the learning and wellbeing of children. Governors monitor the Christian character of the school well, and see their role as one that is supportive and constructive, ensuring that Christian values are at the centre of all planning and activity. They are very confident to comment on aspects of Christian distinctiveness, such as collective worship and RE which meet statutory requirements. The governors are regular visitors to the school, reporting back on their visits at every governing body meeting and to the headteacher. All development points from the previous inspection have been addressed in full. The leadership of RE and collective worship are good, and at times outstanding, with staff constantly seeking methods of improving children's engagement in creative and imaginative ways. SMSC development is good, as the school ensures that children develop as confident and caring learners through activity such as charity events. The school enjoys good partnerships with other schools and agencies through strong collaborative work. Governors are very aware of the changing landscape within education and are actively seeking out the best way forward for their school, including with succession. The school recognises that identifying opportunities to articulate the school's distinctive Christian vision to the wider community would make explicit the link between ethos and the impact on children's lives and achievement. The school benefits from a good relationship with the Diocese that includes professional development training and support.

SIAMS report March 2016 Micklefield CE VC Primary, Great North Road, Micklefield, Leeds, LS25 4AQ