

**Kirkby-in-Cleveland and Great Broughton Church of England Voluntary Aided Primary School**

Kirkby Lane  
Kirkby-in-Cleveland  
Stokesley  
North Yorkshire  
TS9 7AL

**Diocese: York**

Local authority: North Yorkshire  
Date of inspection: 26<sup>th</sup> March 2013  
Date of last inspection: 23<sup>rd</sup> January 2008  
School's unique reference number: 121611  
Headteacher: Celia Wilson  
Inspector's name and number: Penny Heptonstall 634

**School context**

This small school is situated on the edge of the North Yorkshire Moors outside the town of Stokesley. It serves the communities of Kirkby and Great Broughton and is in a formal collaboration with Marwood CE VC Infant School with whom it shares its headteacher. There is little cultural or racial diversity. Few of the pupils are entitled to free school meals and the number of pupils with learning difficulties is below the national average. The school holds a number of awards including the local authority Inclusion Quality Mark.

**The distinctiveness and effectiveness of Kirkby-in-Cleveland and Great Broughton as a Church of England school are outstanding**

This is a school where staff and governors journey together with the pupils to create a community focusing on each person as a distinctive and valued individual. The daily actions of members of the school community are rooted deeply in its Christian ethos. The school's commitment to 'living out' Christian values results in an excellent Christian education.

**Established strengths**

- The universal commitment by headteacher, staff and governors to the school's Christian values.
- Excellent support and involvement by the church in the life of the school.
- Imaginative cross-curricular learning opportunities in religious education (RE).
- Rigorous monitoring and evaluation of the church school aspects of school life.

**Focus for development**

- Build on pupils' established skills in leading collective worship to develop structure and content.
- Identify learning objectives in RE that differentiate between attainment targets, learning about and learning from religion.
- Ensure that the RE subject leader has opportunities to develop subject expertise.

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

At the core of the school is a commitment to Christian values described by parents as 'something really unique, which you wouldn't find in other schools'. This distinctiveness underpins excellent care, guidance and support for each child, resulting in high levels of individual achievement. Interactive displays throughout the school effectively develop children's spiritual and moral learning. Pupils are able to respond to reflection areas at any time of day and consequently they feel the freedom to make highly personal responses. Parents speak of the school reaching out to them to give sensitive support and highly valued opportunities to express their views, particularly through the parent forum. The school's strong emphasis on forgiveness and reconciliation results in excellent relationships throughout the school. In addition the regular involvement in school life by the vicar and other members of local churches, as in the introduction of Godly Play, promotes a very good link with the church. This extends to pupils' good understanding of the importance of care for

others, exemplified by their support for needy families in a neighbouring parish. Learners can also link this to Bible stories such as the story of The Good Samaritan. Additionally learners have very good opportunities to think about the big issues in life and look beyond their local community. This is illustrated by the impact on pupils of the visit and shared experiences of a locally based African refugee and pupils' understanding arising from Christian Aid projects.

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

Collective worship is at the heart of the life of the school and provides a strong focus for the Christian values that are at its foundation. All teachers are involved in leading collective worship and work closely with the vicar to provide an interesting and child centred programme of worship. Planning for worship is rigorous and governors make a significant contribution to ensuring improvement through monitoring and evaluation. There is more emphasis on prayer since the last inspection resulting in pupils' thorough knowledge of the meaning of the Lord's Prayer together with thoughtful responses to opportunities for personal reflection. Pupils have a high level of involvement, including leading worship held in church to celebrate Christian festivals. However, there is scope for pupils to develop this further by looking at the different elements of collective worship. Pupils particularly value the worship led by the vicar, speaking confidently about the meaning of washing feet during Lent as 'serving other people'. In addition pupils speak enthusiastically about the symbolism of the images, designed by them, which are attached to the altar cloth and which are changed by them along with the colour of the cloth in each church season. Collective worship and church services are well attended by parents and carers who value these opportunities and some speak of this as encouraging their own faith.

### **The effectiveness of the religious education is good**

Lessons in RE are well planned with an appropriate emphasis on learning about Christianity. Although planning includes learning objectives they are not always linked to attainment targets (learning about and learning from religion) which can detract from the clarity of expected outcomes for pupils. However, the range of curriculum approaches and the imaginative use of drama techniques give pupils good opportunities to develop a depth of understanding of and reflection about what they are learning. Pupils say they enjoy learning about other people's religions and value the opportunity to learn about Buddhism from the links with a school in Sri Lanka. They are also confident about sharing their own ideas about faith. Learners respond very positively to the interesting cross curricular range of learning opportunities and individual learning needs are catered for through a range of activities. Assessment demonstrates that pupils make good progress as they move through the school and marking is used to show pupils about the next steps in their learning. The headteacher has recently taken on the role of RE coordinator. She sees this as a pivotal role in the school and links with the coordinator at Marwood Infants to develop expertise and resources. Nevertheless she would welcome opportunities to develop her subject expertise through further training.

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

The headteacher and governors work together tirelessly to create an environment in which governors say 'the Christian foundation comes through in every single aspect of school life'. An example of this is the garden being developed at the front of school in the shape of the Christian fish symbol. Development points from the previous inspection are very well addressed and there is now good involvement of parents in the Christian life of the school. As a result of governors' regular involvement in monitoring and evaluating aspects of the school's distinctiveness and the school's listening approach there is a quick response to issues as they arise. Good induction and communication by the headteacher ensure that changes in staffing do not affect the strongly unified approach to the school's Christian ethos. This good communication also extends to the school's partnership with the local church and the diocese. Resulting from this, the school has very good support which leads to improvement and high quality provision for pupils. The school's strong Christian leadership is also demonstrated by its good contribution to training and development for other church schools in the diocese.