

Monk Fryston Voluntary Controlled Church of England Primary School

Chestnut Green
Monk Fryston
Leeds
LS25 5PN

Diocese: York

Local authority: North Yorkshire
Dates of inspection: 14/03/2013
Date of last inspection: 28/02/2008
School's unique reference number: 121577
Headteacher: Carole Middleton
Inspector's name and number: Paul A Bramley 326

School context

Monk Fryston Church of England Primary School is an average-sized rural primary school with 206 pupils organised into seven single aged classes. It serves the local village and surrounding area. The vast majority of pupils are of White British heritage. The socio-economic circumstances of the local area are above average. The number with a disability or special educational need is below average.

The distinctiveness and effectiveness of Monk Fryston Primary as a Church of England school is outstanding

The strong leadership and collective vision shared by the headteacher, governors, church and school, have ensured that the Christian ethos is at the very heart of this school. Gospel values are at the centre of all they do; being in documentation, in actions, and evident in the impact on the lives of both the children and the community. Staff model Christian values exceptionally well, with this leading to a distinctive atmosphere of warmth and inclusion. Children and the whole community love this school, and parents are proud for their children to attend.

Established strengths

- The clear Christian vision of leaders which ensures the school is distinctive and inclusive.
- The extremely positive impact of the distinctive nature of the school on the wider community.
- The outstanding attitudes of learners to each other, to learning, and to everyone connected to the school based on clear Christian values.
- The outstanding links with the local church and community.

Focus for development

- To develop opportunities for children's individual spiritual reflection both within, and outside of, the school building.

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

Christian values are evident throughout every aspect of school life. They form the basis for worship and relationships and are evident in religious education (RE), personal, social and health education (PSHE) and curriculum displays across the school. RE has a significant impact on all children. They discuss lessons with enthusiasm and relate Bible stories to their everyday life. For example they show understanding of the creation story and re-tell it with accuracy. Children talk about Christian values such as tolerance, and love with confidence, demonstrated in the way they discuss their reasons for supporting such charities as 'Macmillan' and 'Sophie Lancaster' with great passion and understanding. The children reflect a great sense of acceptance and understanding towards newcomers to the school. 'You always have a friend here', states one child. Staff constantly refer to Christian values in lessons. They relate them to such teachings as the Trinity. For example, in a Year 6 lesson a teacher compares the Father, Son and Holy Spirit to different aspects of human personality

and the Christian values they can develop. Praise is used constantly and staff state how 'proud they are' of children. Consequently children achieve highly academically, personally and spiritually. Inclusion is high on the school's agenda. A Muslim parent states the school 'made her proud of their religion' and that 'her child had the chance to teach other pupils and staff aspects of his faith'. Behaviour in school is outstanding and children take responsibility for helping others. For example, through events such as the Comenius project and the Year 5 mentoring programme for play group, which aims to ease transition for new pupils.

The impact of collective worship on the school community is outstanding

Worship is a key part of the school's life with it being supported by an extremely well planned and coordinated programme of themes and activities interlinking both social and emotional aspects of learning (SEAL) and Christian values. An excellent collective worship policy, combined with the detailed planning, ensures there is consistency and progression across worship themes. The themes are predominantly Christian in nature. The school's links with the church itself are very strong, with the vicar playing a major role over a number of years. Visits to the local church occur regularly, with both parents and parishioners attending such events. Children have numerous opportunities for prayer and group reflection within the daily life of the school. The school recognises, within its self-evaluation, that opportunities for individual reflection, both inside and outside the building, do need further development. Children enter for worship in a calm and reverent manner. Outstanding use is made of animated stories to capture children's imaginations. For example, with 'The Parable of the Talents' to introduce the week's theme of 'responsibility'. Meaningful links are made to topical issues such as 'Comic Relief', with the focus on all being responsible for mankind throughout the world. Consequently worship is exciting, relevant and engaging. Children are enthusiastic and speak about the nature of their worship and its message many days following the event. One child explains how 'the story of The Good Samaritan is a great way to learn how not to be selfish'. Children write prayers and are often involved in the leading of the worship. Parents speak about the impact of such worship stating that, 'there is a lot of emphasis on the spiritual', that children 'don't just learn academically about the Christian faith, but that it is evident in the way they live their lives'. Symbolism, Bible stories and the use of liturgical colours, such as the purple cloth, help develop children's understanding of the Anglican nature of the school and the season of Lent.

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

Leaders, staff and governors share a very clear vision as to how distinctive Christian values are central to every aspect of school life. The headteachers outstanding knowledge of her community, and the children within it, enriches attitudes and behaviours throughout the school and beyond. All are recognised as a child of God and of equal importance, no matter what faith or culture from which they originate. The vicar speaks of his seeing the children 'wrapped in support from the school, the church and the community'. Outstanding links with the community are reflected in such examples as the support given by children to raise money for the new church roof, and in the significant number of parishioners who join parents and children at the church for worship. Governors and leaders have a clear understanding of succession planning for church schools and ensure that questions about the distinctive nature of the school are addressed when appointing new leaders and staff. Self – evaluation of the school as a church school is strong and responses from governors, staff and children, indicate that the development of the church school is of paramount importance. Governor visits to school are frequent and meaningful monitoring is undertaken. Hence, governors know the school extremely well and are proud to serve their community. Governors report that 'children see their place in the world as being part of a Christian community', that the church school dimension 'develops in the mind of the child a faith aspect' and that 'Church is part of their lives'. All connected to the school work hard to ensure that the previous inspection areas for development are met in full. All school documentation reflects the importance of the church school status and is outstanding in its presentation. The present headteacher and leadership team work tirelessly to ensure that church school matters are high on the agenda at every governing body meeting. The school has a target within its school development plan aimed at developing the already outstanding church school distinctiveness, thus reflecting its importance.