



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Spalding Parish Church of England Voluntary Aided Day School

Clay Lake
Spalding
PE11 2QG

Diocese: Lincoln

Local authority: Lincolnshire

Dates of inspection: 21 May 2014

Date of last inspection: 12 February 2009

School's unique reference number: 120612

Headteacher: Glyn Rushton

Inspector's name and number: Yvonne Shaw NS245 & Michael Kee NS316

School context

This is a larger than average primary school of 423 pupils serving the rural town of Spalding. The proportion of pupils from ethnic minority backgrounds and for whom English is an additional language is much larger than average. The percentage of pupils who need additional help at school action is higher than average. The number of pupils eligible for additional funding through the pupil premium grant is broadly average.

The distinctiveness and effectiveness of Spalding Parish Church of England Day School as a Church of England school are good

- Rooted in their understanding of the school's shared Christian values, positive relationships exist between pupils which support their good behaviour.
- Collective worship and prayer are key features in the daily life of the school and pupils, regardless of belief, are developing a faith on which to build their lives.
- The strong relationship between the school and local churches enables pupils to participate in increasingly high quality acts of worship and value the wider community.
- Leaders, including the governing body are committed to and promote the school's Christian ethos.

Areas to improve

- Provide high quality support which develops the effectiveness of leaders of religious education in assessment, planning, review and evaluation to reflect pupils' learning about and from religion in order to accelerate progress for all pupils.
- Implement a rigorous system of self evaluation as a church school to improve its effectiveness and distinctiveness and the achievement of all learners.
- Provide extended opportunities for pupil collective worship leaders to plan, present and evaluate acts of worship that are both inspirational and inclusive.

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

There is a very positive commitment by leadership and staff members to the school's church foundation and this has a significant influence on the ethos of the school which clearly reflects Christian values. These values are seen to be daily lived out and exemplified throughout the school community. Their impact can be seen in the positive and caring relationships existing between adults and children and in the commitment of staff to the wellbeing of their pupils. Christian values are recognised by pupils as important in their lives and are seen to impact on the school community's determination to do the best for every pupil. Recent assessments indicate that standards across the core curriculum are beginning to rise and are currently broadly in line with national expectations. From their varied starting points, most pupils are making good progress. The wider school curriculum makes a strong contribution to pupils' spiritual, moral, social and cultural development. Themes in religious education develop pupils' understanding of and respect for each other's needs and those of others living in diverse communities at local, national and global level. Pupils understand and live out the school's key value, 'Do unto others as you would have done to you'. School Council members speak very positively about their school and its Christian foundation and how they help and care for each other. They take new pupils to the church to look round and make sure they are able to join in and contribute to services held in church. Pupils are very enthusiastic about the care and teaching they receive from the staff, which helps them enjoy their learning and other school activities. School council members value their role in helping the school, encouraging their parents to support school events and their own efforts to raise money for charity. Parents give good support to the school where they say that values are important and friendship is able to flourish. Parents appreciate the accessibility of staff and the way they encourage their children and help them enjoy learning.

The impact of collective worship on the school community is good

The school is well supported by the clergy of the parish church and by those from other places of worship who contribute to worship in school. Worship is a focal point of each day and all staff and children attend. This shared experience makes a key contribution to the development of pupils' spiritual and moral understanding which is good. Pupils clearly enjoy collective worship and value being able to take part. They say it 'helps us to think about how to be better people and be friendly to each other'. Pupils spoke of worship as being an important part of the day when they give time to God. Key Stage 2 pupils see collective worship as a valuable opportunity in each day for the whole school to be together in one place 'to worship and talk to God'. The excellent singing of the choir during worship further enriches the experience for all those present. Pupils spoke of enjoying the hymns because by singing 'we're giving Him some of our talents'. Acts of worship regularly include pupils reading and saying their own prayers and reading from the Bible in their own language thus ensuring access for all. Every morning staff gather together for prayer. Collective worship for the whole school has been developed with children, clergy, staff and governors. Foundation governors have made collective worship a focus for development and have involved Key Stage 2 pupils in contributing their views and ideas. Christian teaching is regularly included for example Ascension Day, as are Anglican responses such as, 'Lord we go in peace with your strength to guide us'.

The effectiveness of the religious education is satisfactory

Achievement in religious education (RE) is satisfactory. Pupils are developing a sound knowledge and understanding of a range of Bible stories. In addition they are beginning to know about key elements of faith within Judaism, Islam and Sikhism. The subject is taught regularly and long term plans indicate that it complies with the Lincolnshire Agreed Syllabus. Teachers' short term planning lacks appropriate differentiation to ensure all groups of pupils make good progress. There is an inconsistent approach to marking and feedback in books with insufficient focus on enabling pupils to develop within the two attainment targets, learning

about and learning from religion. Subject leaders manage a budget and they feel that RE is well resourced. However, there is little to support progression of learning in key Christian festivals such as Christmas and Easter. A scrutiny of work undertaken last year provided subject leaders with the elements of an improvement plan but this has not yet been monitored or evaluated. As a result, pupil progress has not accelerated neither have their knowledge and skills been developed fully. Subject leaders are enthusiastic about RE but they would benefit from a greater degree of support from senior leaders to fulfil their role more effectively.

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

The personal Christian faith of a core group of foundation governors, and their clear understanding of the importance of deeply held distinctive values, is effectively supporting the headteacher in the leadership and development of the school as a church school. Leaders are providing increasingly effective support to collective worship. This is reinforcing distinctively Christian values which are promoting exemplary behaviour and attitudes throughout the school. By encouraging multi-lingual Bible teachings pupils are experiencing a deepening sense of spirituality and respect for diversity. This effective support has yet to impact on religious education. The governing body is developing its understanding of the need to monitor and evaluate the work of the school as a church school. They have recently established a 'Section 48' committee. This is in its early stages and the group recognise that they are at the start of their journey towards effectively reviewing and evaluating the school's distinctiveness and effectiveness. They acknowledge the need to develop more robust systems to ensure that this happens. A small group of governors visit the school regularly and support effectively with acts of worship and developing pupils' personal prayer. Senior leaders have addressed issues from the previous inspection and there are now highly visible expressions of the school's proclamation of a distinctively Christian ethos in main areas, including the website. Parents speak highly of the work of the school as a church school, particularly those who have had experience of other schools, recognising that 'there is something different here'. One parent commented that 'the school has enhanced provision for my child who has additional needs'. Parents also say that their children 'bring home' their understanding of the Christian values and their knowledge and understanding of the Bible. This serves to illustrate that these values are becoming embedded in the lives of their children. Parents are supportive of the weekly class presentations and some key religious festivals in church services. A recently held parent poll had a disappointing percentage of responses despite the school's efforts to reach out to and develop relationships with families which includes utilising current social media.

SIAMS report May 2014 Spalding Parish Church of England Day School, Lincolnshire PE11 2QG