

National Society Statutory Inspection of Anglican Schools Report

Whaplode Church of England Primary School

Mill Lane
Whaplode
Spalding
Lincolnshire
PE12 6TS

Diocese: Lincoln

Local authority: Lincolnshire
Dates of inspection: 30 November 2010
Date of last inspection: 4 December 2007
School's unique reference number: 120555
Headteacher: Mrs Mary Grist
Inspector's name and number: Mrs Patricia Ruff 537

School context

Whaplode Church of England Primary School serves its local village and surrounding rural communities. It is a smaller than average school with the proportion of children with special educational needs and/disabilities above average. Almost all of the 188 pupils are of White British heritage.

The distinctiveness and effectiveness of Whaplode Church of England Primary School as a Church of England school are good

The school has a Christian ethos which permeates through all it does creating an inclusive environment in which pupils and staff feel safe and secure enabling all to flourish. There is a strong sense of community and mutual support.

Established strengths

- A strong caring ethos enables learners to feel confident and develop as rounded individuals
- Strong and effective links with the parish church, the wider community, local schools and outside agencies
- Good working relationships between all stakeholders

Focus for development

- Strengthen the involvement of all staff, governors, parents and pupils in developing, monitoring and evaluating the distinctiveness of the school as a church school
- Strengthen collective worship through embedding a core values approach and making explicit the links between these values, the church year and social emotional aspects of learning (SEAL)
- Increase opportunities for learners to lead collective worship and be regularly involved in its evaluation and development
- Seek further support, with development planning, from the Diocese Education Team to enhance the leadership and management of the school

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

The school has a strong Christian ethos and there are very good relationships through which individuals are cared for and nurtured in this inclusive environment. Christian values are implicit in the life and work of the school enabling individuals to flourish and work cooperatively together. The school recognises these values need to be more explicitly illustrated within the environment. Personal development is strength of the school with

learners interacting well with each other. Learner's attitudes are good and equip them well for their future lives in a multicultural community. Social, moral, spiritual and cultural development is good and this is evident in the environment through a range of activities, displays and special areas for example the outdoor space which was developed in partnership with students from the local college. Learners respect each other and sustain their learning as was seen in the Year 6 religious education lesson in which all learners were fully engaged, confidently working in groups and making valued contributions when identifying links between key words from the nativity story. It was evident that all learners were motivated and responded well to the adults they were working with. The revised skills based curriculum is clearly benefitting all learners and they are beginning to make good links between core learning skills and values promoted in collective worship. They spoke with enthusiasm about the recent mini enterprise day where the food was 'awesome' and money was raised for Children in Need. They described how they had been focusing on working together and these skills were evident around the school. Learners acknowledged and accepted individual differences amongst their peers and spoke of feeling well supported in school. Learners were very positive about their school with one stating, 'it is a place where you can have your own opinions and own beliefs'.

The impact of collective worship on the school community is good

Collective worship is a highly valued part of the school day and follows a pattern of prayer, readings, story, music, symbolism and reflection. It is well planned and based on the 'Values for Life' framework which promotes a core value for each term and the school intends to further embed this approach. This provides a good structure for worship and appropriate links with the Church year, the social, emotional aspects of learning programme (SEAL) and multicultural celebrations. Learners are consistently engaged during worship and respond and participate with enthusiasm. They have a good understanding of the symbolism used in collective worship and are able to talk about it with interest. There are increased opportunities for reflection in whole school collective worship and notably in class worship where teachers skilfully enable learners to engage and respond at their own level. The Year 1 / 2 class followed up on the whole school act of worship on Advent and preparation demonstrating their growing ability to question and reflect. Collective worship successfully impacts on learners' spiritual development. All members of the school community participate in and/ or lead collective worship. Since the last inspection the monitoring of collective worship is now in place with staff reviewing acts of worship on a regular basis through staff meetings and this is becoming more evaluative. Opportunities for learners to fully engage in the monitoring and evaluation of collective worship on a regular basis needs to be built into the monitoring and evaluation cycle. Learners, through the School Council, are able to express their views and these would further assist the continued development of collective worship. There is a strong link with the local church where learners have an opportunity to take part in the Sing Out Project and where the school attends regular services in St. Mary's Church. Parents participate in collective worship through class assemblies and church services and feel included in the life of the school.

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

Christian values are impacting on the work of the school and becoming more explicit within the school community. All stakeholders including learners have a good view of the school as a church school but need further opportunities to share their vision with each other. They are aware of the impact of the school's Christian values on attitudes and behaviour in the school. The governors have a good understanding of the work of the school and provide an appropriate balance of support and challenge. However the regular involvement of all stakeholders in a more formal evaluation of the school as a church school would ensure that there was a shared vision and sense of the future direction of the school. This would then inform development planning ensuring Christian values influenced most aspects of school life. The leadership and management of the school would be enhanced by the support of a Bishop's Visitor. The school seeks support from the Diocesan Education Team and further continued professional development would assist the school in moving forward. There are effective partnerships between the school and partners in the St Mary's Church. Year 6

attend the Church Schools' Festival. Local clergy play a prominent role in the life and work of the school. They are well known by all learners and their support is much appreciated by all members of the school community. There are very positive links with parents and strong partnerships with the parish church, the wider community, local schools and outside agencies including additional outreach work through the broader faith community. Learners go out into the community and their work is displayed in the parish church.

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