



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Whaplode Church of England Primary School

Mill Lane
Whaplode
Spalding
Lincolnshire
PE12 6TS

Previous SIAMS grade: Good

Current inspection grade: Outstanding

Diocese: Lincoln

Local authority: Lincolnshire
Date of inspection: 12 November 2015
Date of last inspection: 30 November 2010
School's unique reference number: 120555
Headteacher: Alison Flack
Inspector's name and number: Ian Robinson 496

School context

The school serves the village of Whaplode and surrounding area. It is slightly smaller than average and almost all of the 193 pupils are of White British heritage. The proportion of pupils who speak English as an additional language is well below average but rising. The proportion of pupils who have a disability or special educational needs supported through school action is average. The proportion of pupils with a statement of special education needs is above average. The headteacher was appointed in September 2013 and since then there have been significant changes in the teaching staff and governing body.

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

- A leadership team which, through effective self evaluation, has a clear awareness of the needs of the school and actively lives out its distinctiveness based on Christian values.
- Collective worship is of a high quality and is well planned and evaluated. It excites and inspires learners and enables them to make links between Christian values and their day to day lives and experiences.
- The whole school curriculum inspired by Christian values contributes to exemplary behaviour and the enrichment of spiritual, moral, social and cultural understanding.
- A well developed governing body which promotes the vision and Christian values of the school and provides effective support to the leadership team.

Areas to improve

- Develop the outdoor environment to include areas for quiet reflection and prayer
- Increase the role of the worship council in the planning and evaluation of worship.
- Develop communication strategies which will strengthen links with parents and carers.

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

The Christian heritage of the school is very well promoted by all members of the school community. Staff and governors have confidence of being members of school with a Christian character. Christian values are embedded and celebrated in the daily life of the school. These underpin the rich and varied whole school curriculum, contributing strongly to the learners' spiritual, moral, social and cultural (SMSC) development. This is evident in the exemplary behaviour of learners and their caring nature towards one another and to those further afield. Learners respect each other and recognise and value individual differences and needs. There is a rich and exciting environment within the school and this contributes to learners feeling valued. As result, they are encouraged to achieve highly. Weekly awards certificates and the 'golden ticket' are awarded for individual learner's contribution to the whole life of the school as well as academic achievements. In this way all are seen as special and included, irrespective of their starting point. Learners have a strong voice through their involvement in the school parliament. This group has an involvement in future staff appointments as well as choosing which charities to support. Learners respond enthusiastically in religious education (RE) lessons as a result of inspired teaching. RE is well resourced and meets the requirements of the Lincolnshire agreed syllabus. Learners are able to make links between collective worship, RE and their day to day lives. For example, they make connections between the 10 Commandments and the need for rules to ensure that people can live together in a healthy community. RE also explores other world faiths and cultures through visits, visitors and links with schools in other countries. This supports learners' spiritual development and enhances their understanding of their place in a multi-cultural world. Learners have a well developed theological literacy and are able to speak of Christian concepts at a high level. They value opportunities for reflection in school but space for a quiet and reflective time outside is limited. Learners say that they feel safe at school. They know that if have any concerns there are adults that they can turn to for support.

The impact of collective worship on the school community is outstanding

Collective worship is a central part of life in the school. Learners understand that worship and prayer are important aspects of life and extend beyond the formal times of worship. Collective worship is of a very high standard and inspires worshippers. Its positive impact is seen in the learners' enthusiastic response and willingness to engage. Learners say that Bible stories and learning about Jesus and God gives them examples and morals to live by. Worship is led by the headteacher and other staff members. Learners of all abilities are encouraged to lead and contribute to the worship. Enthusiastic singing and the saying of the school prayer and Lord's Prayer add to the spiritual dimension of collective worship. Lunch-time prayers and those at the end of the day contribute to the Christian spirituality of the school. Worship themes are well planned and based on Bible stories and Christian values. As a result learners are challenged and guided in the day to day decisions they have to make and in their behaviour. A learner said that when thinking about anti-bullying week, the bible stories help them understand why people should be kind to one another. Major festivals of other world faiths are also marked and celebrated. This enables learners to appreciate that they live in multicultural and multi-faith world. Since the last inspection, a worship council has been formed which is involving learners in evaluating, planning and leading worship. Learners are enthusiastic to be members of the council and to engage in its remit. An audit carried out by the worship council has identified areas for improvement in worship. This, together with the views of parents and visitors, is ensuring that worship remains meaningful and relevant to learners and all those gathered. Learners' understanding of Anglican worship and traditions is well supported through the strong links with the parish church. The vicar and the bishop's visitor are well known to the school and they both contribute to collective worship. Major festivals and events are celebrated in St. Mary's Church. The liturgical colours of the season are followed in school as part of collective worship and learners were involved in the design of new altar cloths for the school. Worship focuses on the Trinitarian theme of God being Father, Son and Holy Spirit. Learners understand how the life and teaching of Jesus is central to Christian belief and practice and to their lives. Clergy from

other Christian denominations also contribute to collective worship. This enables learners to have a more rounded view of the Christian faith. Learners speak positively of the reflection corners in each classroom. They add their contribution to class reflection books noting, not only their concerns and worries but also their joys and thanksgivings.

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

The school logo has been redesigned with input from staff, governors, parents and learners. This, together with the schools documentation, reflects clearly that this is a church school that celebrates its heritage. The headteacher, senior staff and governors successfully promote the school's Christian values across all areas of school life. These values, which underpin the whole curriculum, are based on the school's mission statement of 'Inspire-Believe-Achieve'. This is the foundation for the life of the school and seeks to ensure that there are no ceilings for learners' achievements. Teaching is inspirational and appropriate to all learners who are encouraged to believe in themselves and as a result achieve to their fullest potential. Standards of attainment are rising and are now at or above national expectations. Leaders support and value all members of the school community which has resulted in a confident and inclusive atmosphere within the school. An effective and honest self evaluation process is in place which includes input from staff, parents, learners and governors. Parents and other visitors to the school are encouraged to complete feedback forms which are analysed by school leaders. These contribute to an awareness and understanding of the needs of the school and its role as a church school. The governing body is well led and through visits knows the school well. Governors are proactive in monitoring the school's performance and in strengthening its distinctiveness. Staff and governors receive good support from the diocesan education team in furthering this work. Recommendations made in the previous report have been addressed. Leadership of RE and collective worship is of a high quality and both meet statutory requirements. This ensures both areas make a significant contribution to the Christian character of the school. Parents appreciate the extra mile that the school will go for their children. They feel welcome in school and recognise that they are part of the school family. The strong and positive relationship between the school, parents, church and wider community is mutually supportive. Parents enjoy attending collective worship and spending time in the classrooms supporting their children. The way the school lives out its Christian values is reflected in the positive comments made in parental questionnaires. As one parent commented, 'You can't get much better'. To further its partnership with parents the school recognises the need to enhance its existing system for disseminating information to parents. The headteacher leads the staff well and, together with the senior leadership team, is moving the school forward. Staff members develop skills through regular professional development and, as a result, are enhancing their leadership roles within the school.

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