



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Weston St Mary Church of England Primary School

Small Drove
Weston
Spalding
Lincolnshire
PE12 6HU

Previous SIAMS grade: N/A

Current inspection grade: Satisfactory

Diocese: Lincoln

Sponsor: Lincoln Anglican Academy Trust

Date of inspection: 24 June 2016

Date of last inspection: N/A

School's unique reference number: 140988

Headteacher: Nicholas Newitt

Inspector's name and number: Fiona Griffiths 705

School context

The school is smaller than the average sized primary school with 49 children on roll. The current headteacher was appointed in September 2015. The school became an academy in September 2014 and is sponsored by the Lincoln Anglican Academy Trust. The proportion of pupils for whom the Pupil Premium Funding is allocated is significantly above average which reflects the diverse socio economic backgrounds of the community. The proportion of children from minority ethnic groups and those who speak English as an acquired language is significantly above average. The proportion of children with disabilities and/or special educational needs is significantly above the national average.

The distinctiveness and effectiveness of Weston St Mary as a Church of England school are satisfactory

- The vision, dedication and commitment of the headteacher, staff and governors in promoting the Christian ethos are making an increasingly important contribution to the lives of children and their families.
- An inclusive school which welcomes and nurtures pupils of all abilities and disabilities.
- The school's 'Christian super values' are encouraging children to consider how they can apply them to their everyday lives.

Areas to improve

- Ensure that opportunities for children to explore a personal spirituality are identified in their learning so that they develop a deeper understanding of how spirituality contributes to their lives.
- Embed the evaluation of collective worship, involving children and governors, so that evaluation identifies how to enrich the spiritual journeys of the whole community.
- With the full involvement of foundation governors, ensure rigorous monitoring and evaluation of the work of the school as a church school informs strategic development.

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

Weston St Mary is a caring and inclusive community where all children are welcomed and nurtured. Christian values of hope, friendship and perseverance are known by all who articulate them and relate them to examples in their everyday lives. Children spoke about Jesus showing kindness to those in need and the hope that comes from the resurrection. Although a small cohort, children in Year 6 in 2015 showed a marked progress in attainment with 100% achieving the expected standard. However, overall progress remains significantly below that which is expected. In addition there has been a high rate of mobility in recent years which has impacted on standards. Parents value the dedication of the headteacher and staff to ensure each child is supported academically and spiritually, morally, socially and culturally (SMSC). Relationships are a strength of the school. For example, parents say that children have fun in learning, take their responsibilities seriously and have a fantastic relationship with the headteacher. It is also evident through the way the school approaches attendance which has improved due to the close working relationship with families. Similarly, a recent visit to a mosque has been highly effective in further developing children's understanding of diversity, faith traditions and cultural differences. They show a tolerance and respect for others regardless of background. The decreasing number of exclusions, handled in line with the Christian ethos of the school, shows the quality of care and nurture towards families and their needs and concerns. Attitudes to learning are mostly positive and the RE curriculum provides opportunities for the children to explore their spirituality. Each classroom has its own reflection area and one child explained 'the lights around the reflection board show the light of God shining out'. However, at present there are very few experiences which are planned or monitored across the curriculum to deepen children's spiritual development and understanding. The majority of children talk confidently about feeling valued and can readily recite the numerous levels of awards they can gain when showing kindness to others or perseverance in their work. 'We like it when our parents are invited to celebration worship to see us get our rewards'. In turn the parents spoke enthusiastically about being invited into the Friday morning worship and how proud this makes them feel of their child's achievements and the effort they place into their learning. The children help to raise money for charitable events and this helps underpin their understanding of the Christian value of supporting others through friendship. The leadership of RE is secure.

The impact of collective worship on the school community is good

Collective worship has a central place within the life of the school. Great strides have been made to ensure it has a good impact on the children's understanding of faith. Worship themes are based on the school's Christian super values, which themselves are clearly displayed around the school. They provide the central thread to worship throughout the year. Children visit the local church for their special festival services which are in keeping with the Church calendar. Planning and leadership of collective worship is good. Children and governors do not currently make a sufficient contribution to the evaluation of collective worship. Most pupils display positive attitudes and behaviour towards collective worship times. Children were observed to be entering the school hall for collective worship with respect and gained a sense of occasion through carefully chosen music and the lighting of the candle. During collective worship children read the school prayer and know the importance of listening to God's word. They enjoy doing this through drama which enables them to gain a deeper appreciation of the meaning of the text. Parents say they enjoy attending worship in the school hall as it ensures they feel part of the school's Christian community. It is a joyous time which can be shared by all. The headteacher has identified the need for each class to make regular presentations to children and parents during collective worship. Children are confidently making connections between biblical teachings and the Christian values. Prayer, the lighting of the candle and reflection are key parts of collective worship, reflecting the school's Anglican heritage. The headteacher has begun to address the children's limited understanding of the nature of the Trinity, they find it hard to express their views and struggle to find the language to explain their thoughts. Prayer has an

important focus in school during worship times, lunch times and in some classrooms at the end of the school day.

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

The school is well led by a committed headteacher, who in a relatively short time has built up a good relationship with the school community. The headteacher and governors have met recent staffing challenges in a very positive manner. The leadership of the school are working hard to ensure that the curriculum is guided by Christian principles. The emphasis placed on the school's Christian super values strives to provide the best for every pupil. The school is currently on a journey towards achieving this end. Excellent relationships exist throughout the school. Staff work as a professional team to ensure every child is valued and nurtured. Staff and governors recognise the need to take steps to ensure there is effective monitoring and evaluation of the school as a church school. The contribution of parents to the monitoring and evaluation of the school as a Church of England school is in its infancy. Parents appreciate opportunities to contribute informally through the 'Friends of the School'. At present, insufficient emphasis is given to ensuring that all stakeholders recognise that the school's strength comes from its church foundation. This is because of the absence of timely and rigorous monitoring and evaluation by governors to support the school's strategic action plan. Areas for development from the previous inspection are ongoing. The school is supported well by the Diocese of Lincoln through staff training and continuing professional development is identified by the school for its newer members of staff. The governors are supportive and beginning to offer a good level of challenge to the headteacher. School development planning is under review in order to raise the profile of the distinctive Christian character of the school. Children and their well-being are at the heart of the school's mission to the community. The drive and determination of the headteacher, with the support of the governing body, means that the school is well-placed to achieve greater success. This collective determination underpins the growth and development of what the school seeks to offer its families. Arrangements for collective worship and RE meet statutory requirements.

SIAMS report June 2016 Weston St Mary Church of England Primary School, PE12 6HU