

National Society Statutory Inspection of Anglican Schools Report

Saltfleetby Church of England Voluntary Controlled Primary School

Main Road
LOUTH
Saltfleetby,
Lincolnshire
LN11 7SN

Diocese: Lincoln

LA: Lincolnshire

Dates of inspection: 02.05.06 to 05.05.06

Date of last inspection: 2003

School's Unique reference number: 120582

Headteacher: Mrs. Angela Birchall

Inspector's name and number: Mr. Greg Marsden, 381

School context

Saltfleetby Church of England V.C. Primary School is situated in the Parish of St. Peter's in the village of Saltfleetby. It is a very small two-class village school with 40 children on roll at the time of inspection, and is a member of a collaborative partnership with two other small rural schools. Over one third of the pupils have special needs. Increased parental support for the school is leading to greater involvement in children's learning.

Summary Judgement

This is a good church school, and Christian values are to be found throughout its ethos, its Collective Worship, and its Leadership. It lives out its commitment to the Christian tradition, in its well-developed and positive personal relationships throughout the whole school community.

Established strengths

- The school is valued by, and is increasingly at the heart of the local community, and plays a significant role within the local ecumenical partnership.
- Standards of inclusion and care for individuals are high as a result of the school's commitment to living out its Christian ethos.
- Collective worship is good, rooted in the Christian tradition and underpinning the school ethos.
- Leadership and management is outstanding, demonstrating a clear vision for the school.

Focus for development

- Consider the establishment of an effective link with a culturally diverse school in order to broaden pupils' experiences.
- Further develop pupil ownership of the planning and delivery of Collective Worship.
- Develop more explicit links between community work, Religious Education and Worship.

How well does the school, through its distinctive Christian character, meet the needs of all learners?

The school, through its distinctive Christian character, meets the needs of all learners at a good level. The Christian ethos of the school is clearly defined in all its practice and documentation. The school believes that its mission is to give every pupil a grounding in spiritual matters so that they are able to make choices based on experience and knowledge, knowing that they are valued, encouraged, noticed, trusted, listened to and respected, being made in the image of God. The school uses the advantages made available by its small size well. Pupils experience Christian values at first hand through the positive relationships formed with staff. Thus some begin to experience God's love and care through other people. For example, the parent of one pupil who joined the school during Key Stage Two reported that he became changed as a person as a result of being treated as a valued individual by staff and children. Pupils are not judged. They are treated as of equal worth. The values of the Gospel are made explicit throughout the headteacher's conversations with the school community; she makes clear the fact that God is at the heart of the school. Involvement in an innovatory school meals project has made pupils feel very special as a result of national publicity, and breakfasts are provided daily. Pupils are encouraged to develop a sense of personal responsibility and share in all aspects of

school routine. An effective School Council takes responsibility for many issues, including charity fund-raising which is particularly successful relative to the size of the school. The pupils' understanding of their role as guardians of the future of creation is well developed, for example in practical approaches to recycling. Pupils' writing demonstrates a developing understanding of cultural diversity, brought about through the provision of effective Africa, India, France and Australia days. There is an effective and well-developed friendship project with a school in Nigeria, which leads to great benefits for both establishments, for example the provision of sports equipment for the partner school and practical opportunities for empathic learning at Salfleetby. In their R.E. lessons, pupils learn about other faiths as well as Christianity, and a recent visit to the local Synagogue contributed to pupils' levels of respect for diversity. This has led the school to identify a need to establish a link with a multi-faith school that can exemplify cultural contrasts. Pupils develop a broader set of cultural interests and skills through participation in a wide range of well-supported extra-curricular clubs including construction, sewing, gymnastics, dance, football, netball, gardening, art and drama. The annual residential activity week is open to Year 5 and 6 pupils, and the school provides financial support to enable the participation of all. The school operates an effective mentoring system, through which pupils are able to develop positive relationships with each other that reflect the school's Christian values. An example of the success of this policy was a Key Stage One pupil whose social exclusion from his peers was overcome through the sensitive intervention of older pupils. The pastoral care of the staff is considered carefully, and the clergy are actively involved with, for example, hospital visits. The rural situation of the school is effectively utilised. Pupils have adopted local animals, and there is a commitment to looking after the local wild birds.

What is the impact of collective worship on the school community?

The impact of collective worship on the school community is good. Collective Worship takes place within a balance of class-based and whole-school experiences. All the acts of worship that were observed were good. Pupils were observed to have a prayerful and reverential attitude towards worship, underpinned by the appropriate use of music and displays that enhanced the school hall as a special place for worship. Collective Worship is a centrally important part of the daily experience for all, providing a focus and allowing teachers to set the spiritual context. Pupils say that they enjoy worship and can talk about how they benefit from it, for example knowing about, and being able to pray about each other's needs. They contribute their own prayers which are displayed on a prayer board, and are encouraged to take other active roles. However, the school has identified a need further to develop this area of its practice. Many staff choose to attend Collective Worship. The Bishop's Visitor and the Methodist Minister make a valued and effective contribution to Collective Worship along with other occasional visitors. Anglican faith and practice is underpinned by the school's tradition of visits to St. Peter's Church for the major Christian festivals, which the Minister reports attract full congregations including parents, friends and other adults. The community feels supported by the school's approach to these events; for example war veterans at Remembrance time, and elderly people at Harvest time. A pupil was recently baptised at the Church.

How effective is the religious education?

Religious Education did not fall within the remit of this inspection. However, evidence of its positive contribution to the ethos and distinctiveness of the school was evident in the religious knowledge of the pupils during Collective Worship.

How effective are the leadership and management of the school as a church school?

The leadership and management of the school as a church school is outstanding. Progress since the last inspection has been good. The headteacher provides an outstanding example of Christian witness and leadership. She is ably supported in this task by an active and effective Chair of the Governing Body who is also a foundation governor. He provides a link with the Joint Church Council, to whom he reports on life at the school. The headteacher strives to create an atmosphere in which pupils experience Christian values lived out at first hand, and she is supported in this aim by a dedicated Bishop's Visitor and the highly supportive Methodist Minister. There is at present no incumbent at St. Peter's Church, but the parish is part of the local ecumenical partnership. The school provides an

increasingly effective education within a Christian context and continues to develop other community links. Teachers ensure that the learning environment displays a distinctively Christian face, and the willingness of support staff to participate in Collective Worship in their own time, is evidence of the commitment of staff towards the ethos of the school and of a shared vision created by the outstanding leadership provided by the Headteacher. The ministry of the school spreads beyond its boundaries, for example in the ways in which it disseminates its skills in special needs education within its local schools' partnership. Leaders and managers are aware of the need further to develop more explicit links between its community work, religious education and worship. The capacity of the school for further development is good.

SIAS report May 2006 Saltfleetby Church of England Controlled, Saltfleetby, Lincolnshire