

## National Society Statutory Inspection of Anglican Schools Report

### **Edwinstowe St Mary's Church of England Voluntary Aided Primary School**

Paddock Close,  
Greendale Avenue,  
Mansfield,  
Nottinghamshire.  
NG21 9LP.

**Diocese: Southwell and Nottingham.**

LA: Nottinghamshire

Date of inspection: 14.6.07

Date of last inspection: 19<sup>th</sup>, 20<sup>th</sup> June 2002

School's Unique reference number: 122798

Name of Headteacher: Mrs Nicola Monks

Inspector's name: Mrs Anne Lumb (333)

### **School context**

Pupils are taught in four full-time classes and an afternoons-only class for new entrants. All pupils are from White British families and speak English as their main language at home. The proportion of pupils with learning difficulties is below average. The area's socio-economic conditions are above average.

### **The distinctiveness and effectiveness of Edwinstowe St Mary's C of E Primary School are good**

Since joining the school in September 2006, the Head Teacher has put the establishment of a distinctive Christian ethos at the centre of her vision for the school. As a result, Christian values clearly underpin relationships throughout the school. The emphasis on these values is having a positive impact on pupils' learning and behaviour. The school has the potential to become outstanding as a distinctive and effective Church of England School.

### **Established strengths**

- The emphasis on Christian values which ensures that all pupils are valued highly and that they have a strong sense of self-worth.
- Good quality acts of collective worship which contribute greatly to pupils' spiritual, moral, social and cultural development.
- Christian principles being established at the heart of school policies which are lived out in practice.
- Good and developing links with the local church.

### **Focus for development**

- Establish and embed the new RE Scheme of Work throughout the school. Monitor and evaluate its implementation.
- Review the role of Governors to ensure they are more directly involved in monitoring and evaluating the school's development as a Church School; particularly identifying a link Governor for collective worship.
- Develop plans for a reflection area and a 'Thoughtful box'.

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

Christian values underpin relationships throughout the school. Pupils and parents speak of the school as a 'loving', 'caring' community which is like a family. Pupils feel that their views are listened to. The recently established School Council has given pupils a voice in the school and all pupils have been involved in writing the new policy on behaviour. Collecting all pupils' views in a more formal way is an area for development. Work on rights and responsibilities (introduced through collective worship time), along with the new rewards system, has impacted on pupils' learning and behaviour eg. good sportsmanship has become a feature of games lessons. Pupils describe their school as a community in which everyone works as a team – pupils as well as staff can suggest when other pupils are deserving of a reward. Pupils speak of themselves as special and having self-worth. They are aware that the values in the school are Christian; one commented that, "Whoever you are, God and Jesus love you just the same." Parents are pleased with the way in which the Special Educational Needs of pupils are met and commented that any difficult or disruptive behaviour is dealt with effectively and positively. Opportunities for prayer and reflection and for raising awareness of other faiths and cultures are increasing. Improvements in the school environment have had a positive impact on the quality of collective worship and prominent, bright displays give excellent support to religious education and general learning. There are plans for a reflection area and a 'thoughtful box' which would further enhance the impact on learners.

**The impact of collective worship on the school community is good**

Collective worship occupies an important place in the life of the school. Worship is consistently and recognisably Christian and reflects the school's strong links with the local church. Learners are regularly involved in leading collective worship and all staff attend and participate in worship time. The impact of collective worship on the school community is good and developing. Collective worship is a central, special time in the life of the school and the attitudes of staff and pupils reflect the importance placed on this activity. One member of staff spoke of the value she placed on having an opportunity in the day to be still and to reflect. Pupils also value the opportunity for reflection and 'thinking time' offered at the beginning of each worship time. They take seriously any request to think about something in particular for the next worship time and come to that time prepared to offer their thoughts. Pupils display a positive attitude to collective worship. They speak of learning about God and Jesus in a 'fun way' and of having opportunity to think about their beliefs. One pupil displayed a clear understanding of worship as being about telling God / Jesus how important they are. Reflection and prayer are being developed throughout the school. Parish visitors contribute weekly to collective worship which ensures that learners continue to develop their understanding of Anglican faith and practice.

**The effectiveness of the Religious Education is satisfactory**

RE has been identified as a priority for development in the school and resources are being made available to ensure that standards in RE improve in line with its status as a core subject in the curriculum. The recently appointed RE co-ordinator is writing a new scheme of work (supported by the Diocesan RE Adviser) to be introduced in September 2007. Standards of teaching and learning are satisfactory to good with differentiation of work having been recognised as an area in need of development. Children are confident to talk about matters of faith both in school and at home. Two pupils in a Year 4 class were heard discussing who had the most influence in their lives, their Mums or Jesus. They often want to give practical expression to issues they have discussed in school when they get home. Staff are confident in their delivery of RE and one teacher has volunteered to trial new RE teaching materials prior to their introduction in September. There are good links made between collective worship and RE and plans to develop a reflection area which can be moved around the school will reinforce the idea that reflection and prayer can take

place anywhere in the school and at different times of the school day. Once the new scheme of work is in place strategies for assessing pupil progress will also need to be developed.

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

The Head Teacher has a clear set of Christian beliefs and values which are being communicated to staff, pupils, parents and governors. These are clearly displayed in the developments made since September 2006. The Head Teacher is being supported by strong links with the local church and through the Foundation Governors, with the Chair of Governors being a regular visitor in to school. The role of the governors in monitoring church school distinctiveness is being developed. Links with the church are strengthening. Confirmation classes are being offered for Year 6 pupils by the Vicar and the possibility of having an Easter Eucharist service in church is being explored. The new Curate is to be welcomed as part of a school service in the church. There are links with the church's 0 – 5s group, "Teddy for God", including an annual picnic at the church to which children are invited from the school. Parents feel very welcome in school and are involved in lessons as well as in practical activities. They speak highly of the Head Teacher's approachability and so feel their views are listened to, with any difficulties being dealt with sensitively. Christianity and faith are now at the heart of the school community. This is reflected in the priority given to RE, the impact of collective worship and the good relationships which are in evidence at all levels in the school. Staff are supportive of the Head Teacher's priorities and feel that their views are valued. One member of staff commented that everything is coming together for a purpose, "giving the children something extra to hang on to; a sense of identity with a faith which is an option for them later in life."