

National Society Statutory Inspection of Anglican Schools Report

The Fourfields Church of England Voluntary Controlled Primary School

Park Avenue
Sutterton
Boston
Lincolnshire
PE20 2JN

Diocese: Lincoln

Local authority: Lincolnshire

Dates of inspection: 4th December 2006

Date of last inspection: 21st 22nd March 2001

School's unique reference number: 120559

Headteacher: Mrs Christine Bishop

Inspector's name and number: Mrs Jackie Sheldrake NS 255

School context

Fourfields Church of England Primary School is situated in a rurally isolated area. The school experiences high pupil mobility with its 101 pupils coming predominately from four villages. Almost all the pupils come from a white British background with a small but increasing number of pupils coming from a range of ethnic backgrounds. The school hall is shared with the village communities under the 'Chance to Share' scheme.

The distinctiveness and effectiveness of Fourfields Primary as a Church of England school are good.

Christian values of kindness and acceptance are clearly evident in this caring school. Pupils are enabled to grow and develop as individuals accepting and welcoming their responsibilities towards each other and themselves.

Established strengths

- The commitment of the leadership and management to maintaining and developing the Christian ethos of the school.
- The establishment of safe and inclusive environment where relationships and behaviour are good and at times outstanding.
- Pupils are well cared for in a safe and stimulating environment.
- There are strong links with the local church and community.

Focus for development

- The school now needs to evaluate the impact of worship on the development of the pupils. Opportunities for pupils to plan and deliver worship need to be explored.
- The Governing Body and Staff to work together to further realise the Christian vision of the school.
- To carry out the planned development of the school environment to enable areas for quiet reflection.

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

Fourfields is an inclusive school where pupils feel valued and secure in a safe and stimulating environment. The staff provides a high level of care and support for the pupils and arrangements to help newly arrived pupils and members of staff to settle are good. In this happy and deeply caring environment members of staff ensure that through example and teaching, Christian values impact on the lives of the whole school community. Behaviour and relationships are good and the pupils' concern for one another is outstanding. Playtime is a happy time with Playground Buddies and the group of trained Peer Mediators able to sort out any differences of opinion that arise. The school council is greatly valued by the pupils who speak with confidence of the part they have to play in the life of the school. Pupils work hard and with interest in a calm and stimulating environment. Displays of pupils' work are of high

quality and they are used to good effect to both celebrate achievement and create further stimulus to learning. Many displays reflect the school's desire to further the pupils' understanding of living within a culturally diverse society. The school provides good social and cultural enrichment opportunities for its pupils through bringing theatre and arts groups into the school and by taking groups of children to events away from the local community. The pupils' lives are further enhanced through the wide range of extra-curricular activities provided by the school. There are strong links with the local church and community and pupils are encouraged to become involved. Pupils consider the needs of others and through the School Council and Class Councils, they are able to suggest the focus of each termly fund raising activity. They have also suggested further development of the school grounds to allow for different environments for play and quiet reflection.

The impact of collective worship on the school community is satisfactory with good features.

Pupils enjoy collective worship and value the importance of worship in the life of the school. Prayer appropriate for the pupils' age and level of understanding is used with sensitivity. Acts of worship capture the pupils' interest well and they can talk with understanding about the experiences gained. Pupils value the opportunity for being still and for reflecting on those things that they and the school value. Whole school collective worship takes place in a well-organised and stimulating environment. A focal point, with candle and cross, is used to good effect and encourages those present to reflect on their experiences. Pupils can discuss the Christian values that the school seeks to promote and relate them to their own experiences. The school's policy for collective worship is implemented and acts of worship are planned with records kept. The school now needs to evaluate the impact of worship on the development of the pupils. Individual and groups of pupils support the delivery of worship but at present they do not plan and deliver worship independently. Parents value the quality of acts of worship and the impact that it has on the development of their children.

The Headteacher and staff are involved in the delivery of collective worship together with the Vicar and representatives of other Christian worship groups. Major Christian festivals celebrated in the local Church by the school are well supported by parents, carers and members of the local community. The Vicar is a regular presence in school offering both spiritual and pastoral care to pupils and staff. Older pupils take part in the annual Church Schools' Festival at Lincoln Cathedral.

The effectiveness of the leadership and management of the school as a church school is good with outstanding features.

The Headteacher is outstanding in her commitment to maintaining and developing the Christian ethos of the school. Staff, governors, parents and pupils speak confidently about the school's Christian vision and recent developments in the staffing structure and the governing body have enabled a growth in the shared vision of the school as a church school. The contribution made by religious education to the spiritual, moral, social and cultural development is good. Lessons allow pupils to learn effectively about Christianity and other world faiths. The school actively seeks to be inclusive and the appointment of the Learning Mentor has given the pupils an additional means to express their concerns and to gain support. Through discussion, questionnaires and genuine welcome, stakeholders believe that their opinions are sought and well considered in the development of the school. Parents are encouraged to become involved in both the life of the school and the Church community and they speak highly of what the school has provided for their children. Through the School and Class Councils pupils views are sought and they are enabled to take part in the decision making process. Pupils speak of their growing confidence as they see their ideas realised. Links between the school, the Church and the wider community are effective and they ensure that the vision and needs of the school are widely known and well supported.