

## National Society Statutory Inspection of Anglican Schools Report

### **Ketton Church of England Voluntary Controlled Primary School**

High Street  
Ketton  
Stamford, Lincolnshire.  
PE9 3TE

#### **Diocese: Peterborough**

Local authority: Rutland  
Dates of inspection: 21<sup>st</sup> November 2006  
Date of last inspection: 5<sup>th</sup>-8<sup>th</sup> March 2001  
School's unique reference number: 120179  
Joint Headteachers: Mrs D Aspinall & Mrs A Rogers  
Inspector's name and number: John Weaver, 402

#### **School context**

Ketton CEVC Primary School is situated in the valley of the river Welland, close to the border of four counties, Rutland, Lincolnshire, Cambridgeshire and Northamptonshire. Its pupils come from the village and the surrounding area, and, significantly, pupils from the other three LAs have been admitted following parental appeal. There are currently 137 pupils taught in six classes. There is an unusual gender imbalance in the school; two thirds of the pupils being boys. Approximately one third of the pupils are on the SEN register, a significantly higher proportion of pupils than the national average.

#### **The distinctiveness and effectiveness of Ketton Church of England Voluntary Controlled Primary School as a Church of England school are outstanding.**

The whole school is underpinned by Christian values. All individuals, pupils and staff, are valued and all their gifts are developed. The school has a culture of continuous improvement through self-evaluation, and a high level of teamwork has been developed. The regular contribution of members of various churches in Ketton to the spiritual life of the school is inestimable. The pupils' personal, social, moral, spiritual and cultural development is outstanding.

#### **Established strengths**

- Relationships within the whole school community, and between the school community and its stakeholders, are exemplary
- Pupils have developed an outstanding attitude towards their school, each other, and the environment because of the whole-school commitment to the development of the individual
- The inspirational leadership of the joint Head Teachers, supported by an active governing body, has created a team with a sense of purpose to create a living church school
- The broad, balanced and enriched curriculum ensures that pupils from all parts of the achievement spectrum make good progress

#### **Focus for development**

- Develop a file of pupil-written prayers for use in Collective Worship, at lunch time and on other occasions within the school
- Incorporate planned first-hand experience of people from faiths other than Christianity in Collective Worship and the curriculum
- Initiate foundation governor involvement in producing, evaluation and updating the Diocesan self-evaluation toolkit annually

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

The school's commitment to the development of the individual is at the core of its philosophy. Christian values of love, respect, tolerance, inclusiveness and forgiveness form the basis of every action within the school. Pupils are learning very strong Christian principles from a very early age. The quality of relationships within the school is excellent. Parents commented that they could see a member of staff 'any day, any time, anywhere' and that there is never a sense of 'we could do without this'. It is evident, also from parental comment, that individual teaching staff know all the pupils, not simply those in their own classes, very well indeed. Pupils are confident and know that they are valued. They know that their voices are heard and that action is taken as a result of their opinions and concerns. Pupils develop a high sense of responsibility for themselves, others and the school through the many opportunities they are given as part of the school's SMSC programme. For example, the three pupils who were due to show me round the school decided to come in at 8 am on the day of the inspection because they had noticed that an area of the school grounds was, in their words, 'a bit untidy'. They had rectified that before I arrived! The quality of Religious Education teaching is a key factor in pupils' social, moral, spiritual and cultural development and the high level at which they operate with each other and with adults reflects the quality of the provision. Extra-curricular activities are available for all pupils; currently football, gymnastics, netball, hockey, chess, gardening and athletics are offered. The school celebrates pupils' individual achievements weekly at the 'Gold Assembly'. The pupils appreciate this, and particularly celebrate the fact that all achievement is recognised, not simply the academic. Pupils have been involved in improving the school environment, creating vegetable and flower gardens (the vegetables are cooked in the school canteen and served with lunch), living willow structures, and a 'trim trail' to increase agility. They are currently planning a sensory garden. The pupils understand the link between their achievements and the quality of care they receive. One of them told me 'all the teachers are great, and they all have their own way of being great'. Links between the school, the parish and the community are already at a high level and are being even further developed by the recently-appointed Chair of Governors. The school has a formal link with the parish of Khulwanda, Uganda, where a school is being built. Pupils have raised money to help that community, and have sent gifts, cards and information about Ketton school and themselves to the children in the parish. Further links will be forged when Khulwanda school is completed. Foundation governors are now considering extending opportunities for parents to learn about the Christian faith through a village 'Alpha' group meeting in the school. The parents recognise that the school's church status adds a vital extra dimension to the children's learning.

**The impact of collective worship on the school community is outstanding.**

Collective Worship is planned as a three-year rolling programme of weekly themes. The life of Jesus is taught for a whole term as a part of this programme, so that pupils will experience this teaching twice during their time at the school. The focus of worship in the school hall is a large cross and a copy of the Bible. There is also a display area showing pictures and artefacts relating to current teaching about faith groups. All members of the teaching staff are involved in both leading Collective Worship, and evaluating it, on a regular basis. Every Tuesday the 'Church Group', an inter-denominational group consisting of present and former governors, leads exciting and creative worship which engages the pupils and inspires them. On Wednesdays, 'Sing and Praise' is led by one of the teaching staff. He also composes faith songs, which the pupils love singing. This has led to high quality singing throughout the school, and all pupils, including the older ones, join in the actions. Parents report how the pupils have come home excited about the experiences they have had during Collective Worship. Pupils appreciate the many opportunities they have for participation through drama, reading and leading prayer. They have good recall of previous Acts of Worship and can describe both the content and the effect on them. They understand how Collective Worship has enabled them to respect others, understand their feelings, learn about similarities and differences between people which promotes understanding and dispels fear through ignorance, and how faith has informed people's actions. Pupils can recite the Lord's Prayer, and know both the traditional and modern versions. They can also recite the school prayer. All Christian festivals are regularly celebrated, as are the festivals of the major non-Christian faiths about which the pupils learn. Pupils are regularly involved in the evaluation of Collective Worship, and changes have been made as a result of their suggestions. Collective

Worship (and RE) are regularly monitored against Diocesan Expectations to ensure that quality of provision is maintained. This work is ongoing in the school's current School Improvement Plan. The local Anglican parish church, St. Mary's, is the venue for Christmas and Easter services, and both the Anglican and Methodist churches are regularly used as a valued resource through the willingness of the respective churchwardens and elders to be part of the pupils' learning experience. The churches in Ketton also support the school financially so that Bibles, books and artefacts which enrich the pupils' learning can be bought. A group meets regularly to pray for the work of the school, its staff and pupils. A children's church, 'King's Café', which has grown out of the Church Group's involvement in Collective Worship, now meets monthly in the school hall on Sunday afternoons. Many children regularly attend, and these include children whose families do not regularly attend a church and, in addition, some who do not attend Ketton school!

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

The personal faith of the joint Head Teachers is a powerful driver for the school. They lead by example, as do the staff and governors. The school has developed a culture of improvement through rigorous self-evaluation, which leads to continuous examination of content and practice. The whole school community feels that it can contribute to this process as critical friends and share in the fulfilment of the vision. The joint Head Teachers, staff and governors are committed to excellence within their school. Pupils know what they have gained through attendance at a church school and can articulate this clearly. They say that RE teaching has had a big effect on their lives, and can explain the ways in which this effect has informed their actions. Foundation governors have begun to make formal evaluations of RE and Collective Worship and report these to the whole governing body. Monitoring of RE by the school staff has been developed to a high level, with work being regularly levelled against National Curriculum norms and included in the pupils' tracker books. Regular surveys of pupil response to RE enable the staff to be proactive in the way they plan changes to curriculum and delivery. Staff have benefited from 'inspirational' training, provided by the Diocese. Similarly, a series of visits organised by the Diocesan Schools Development Officer to different places of worship enabled the curriculum to be enriched, as has the same officer's work with the school on the 'Valuing Diversity' project. The high level of the pupils' SMSC development enables them to prepare effectively for life outside school. Their involvement in environmental projects, for example, is impressive. They have taken part in the 'Green Cup' competition (sponsored by Rutland County Council) in the last two years, being runners-up in 2005 for their practical work on composting, and being winners in 2006 for their work on sustainable transport and recycling. Parent and pupil voices are heard and acted upon. There is a culture of mutual self-respect at the heart of the leadership, and this enables high standards to be achieved through a sense of commitment. The Governors' support in Collective Worship, and the determination of the Governor responsible for monitoring Collective Worship and Religious Education to ensure that these areas are continually developed and made interesting (and fun!) for the pupils should ensure that the provisions of the trust deed continue to be met very effectively. The same group of governors has organised the 'It's your move' project for the Year 6 pupils preparing for transfer to secondary schools, and this has proved to be a valuable resource in what is a stressful time for many pupils. Between them, the joint Head Teachers, staff and governors have created a school of which they can be justly proud.