

## National Society Statutory Inspection of Anglican Schools Report

### **Martin Mrs Mary King's Church of England Primary School**

Linwood Road

Martin

Lincoln

LN4 3RA

#### **Diocese: Lincoln**

Local authority: Lincolnshire

Dates of inspection: 5<sup>th</sup> October 2006

Date of last inspection: June 27<sup>th</sup>, 29<sup>th</sup> and July 14<sup>th</sup> 2000

School's unique reference number: 120530

Headteacher: Mr Ralph Slaney

Inspector's name and number: Mrs Yvonne Shaw 245

#### **School context**

Mrs Mary King's Church of England Primary school is a small, rural school which recruits pupils from a wide but isolated area. The school has a "soft" federation with the neighbouring school of Walcott; this has led to a widening of resources, including sharing staff expertise, which is of benefit to a school with a high incidence of social deprivation.

#### **Summary Judgement**

##### **The distinctiveness and effectiveness of Mrs Mary King's as a Church of England school are good with some outstanding features.**

The work of the school as a Christian establishment has a significant impact on the pupils' development. At its core is the high quality of the relationships between all adults and pupils amidst a climate of respect, trust and tangible Christian love which exists amongst its stakeholders. This is a caring school, equipping its pupils with strong values which are carried with them on and into their daily lives beyond the school.

#### **Established strengths**

- The Christian focus and presence of the Headteacher around the school.
- The partnership and clear vision of the Governing Body and the Headteacher.
- The vast majority of parents feel that their concerns are listened to and acted upon
- Compassionate handling of pupils and parents who are concerned with Special Educational Needs.
- Teamwork, especially among the staff of the school.
- The high quality of the relationships within the school.

#### **Focus for development**

- Introduce more coherent planning of Collective Worship themes, which are better integrated into the long term curriculum planning framework and which ensure cohesion with thematic approaches.
- Ensure that there is a balance of focus on the schools values, Christian faith and stories from other faiths.
- Allocate appropriate resources for the development, evaluation and assessment of Collective Worship.

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

Governors, staff, parents and children speak highly of the way in which they value all that the school provides. The school's aims and values are clearly on display in the entrance area of the school and a recent refurbishment has specifically incorporated a cross to symbolise the Christian foundation of this school. A highly effective School Council have recently completed

an upgrade to playtime provision and the children have been kept at the forefront of the decision making process. The School Council meets with Governors who answer their questions openly, honestly and with integrity: this leads to the children having a strong sense of purpose in that their views are taken seriously which enables them to strive for success. The school makes good use of its environment to enhance spiritual development; older children are given specific responsibilities towards their younger peers which effectively develops self-esteem and respect for the needs of others. All groups within the school feel respected and listened to and there are very good systems for supporting all concerned with Special Educational Needs. Within the school family, relationships are good, and there is a high commitment from all staff to developing the children's spiritual and moral awareness. Through the "soft" federation, good relationships have been formed with the neighbouring school and this ensures that some resources are shared, particularly the staff subject expertise. This is leading to a raising of achievement for all learners. The school supports national charitable organisations but also encourages the children to be aware of need in their own community. For example, the choir sings to the elderly at Christmas and this has a positive effect in that strong community links are forged. The school makes adequate provision for multicultural education in an area where there is little cultural diversity; staff have undertaken INSET to a Mandir but have been unable as yet to provide first hand experiences for the children. Cultural education in a wider dimension is developing, with a visit to the opera: the leadership team are planning to develop this further during the coming year. In addition, the long term planning indicates that Religious Education teaching through the Arts is a high priority for the school.

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

All staff attend the assembly at the end of the week which focuses on positive praise thus raising the importance of the service in the children's minds. Once a month and on Christian celebration times (e.g. Easter and Christmas), the school goes to Church for a service led by the local clergy: this is a good introduction to the rich traditions of the Anglican faith. The children spoke with enthusiasm about their love of hymn singing and readily quoted favourite hymns. Regular use of a prayer box raises awareness of the importance and significance of prayer in the children's lives, especially during times of personal difficulty. All staff take turns in delivering Collective Worship. However, insufficient focus is given to planning for Collective Worship linked to either school values or themes within the curriculum framework. Too much emphasis is given to both pre-recorded and commercially produced 'assemblies' and insufficient opportunities are present for exploring focused themes: in this regard, there is a danger that the children become passive listeners and not active participants in worship opportunities. The school needs to develop its planning for Collective Worship to take into account seasonal themes, National issues and the schools own visions and values. In order that this planning can become effective, a robust system of monitoring and evaluation of Collective Worship needs to be implemented. The newly appointed Humanities Co-ordinator is willing and able to develop Collective Worship through dance and music but needs to be given the resources to do so.

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

The leadership and management of the school as an Anglican School by the Headteacher is outstanding. His calm and serene approach permeates throughout the school, creating a culture of a peaceful community. He is extremely well thought of by all stakeholders and is cited as the key to the strong reputation of the school. Parents feel that the leadership of the school as a Church school is a strong contributing factor in the way in which their children grow spiritually and form strong support groups for each other, even after leaving the school. The Headteacher is very well supported by a keen and enthusiastic Governing Body who have provided firm direction and vision that permeates throughout the school. The co-ordination of Religious Education and Collective Worship is in an embryonic stage as responsibility for this area has been recently taken by the Humanities Co-ordinator; she has undertaken training in the newly Agreed Syllabus and now needs time to ensure that her expertise has the opportunity to impact positively on the planning and delivery of Religious Education throughout the school. The co-ordinator has plans for Religious Education to be delivered through the arts and this needs time to embed into whole school practice. In addition, the Humanities co-ordinator has responsibility for leading and managing her

subjects within the federation and this is in its developmental stage. However, it shows promise that is likely to be of benefit to both schools. Links with the local Church are strong and there is mutual regard for each others contribution to the spiritual, moral, social and cultural development of the learners.

SIAS report October 2006 Martin Mrs Mary King's Church of England Controlled Primary School. LN4 3RA