

National Society Statutory Inspection of Anglican Schools Report

Sigglesthorne Church of England Voluntary Controlled Primary School

Main Street
Sigglesthorne
East Yorkshire
HU11 5QA

Diocese of York

East Riding of Yorkshire County Council LA

Date of inspection: May 10th 2007

Date of last inspection: 2002

School's Unique reference number: 117991

Headteacher: Mrs.M.Bonham

SIAS Inspector NS 66 Mr. John Pauling

School context

The school is a small rural Church of England primary school that has 88 pupils on roll. All pupils come from White British backgrounds living in surrounding villages. The new headteacher started in January 2007.

The distinctiveness and effectiveness of Sigglesthorne C.E. Primary School as a Church of England school are good

Sigglesthorne CE Primary School is a good church school that reflects its foundation well and is effective in providing a good education, both academically and emotionally, for all its pupils. The school is a place in which individuals are supported, enabled and encouraged to develop and thrive within a distinctive Christian environment that is both happy and secure.

Established strengths

- A distinctive, inclusive Christian ethos with very good pastoral care.
- The enthusiasm and commitment of the new headteacher to develop the Christian ethos of the school and to further the partnership between the school and church.
- Pupils who are confident, independent and well behaved and are treated as unique individuals.
- Very strong and caring relationships, underpinned by Christian values, flourish throughout the whole school community.

Focus for development

- Develop the role of governors in the monitoring and evaluating processes
- Provide opportunities for members of the school community to be more involved in aspects of worship
- Establish links with the wider Christian church

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

A distinctive Christian ethos permeates many aspects of the school's life from policies and displays to classroom practice. Pupils' spiritual, moral and social development is good. This is a result of a total commitment to the development of the whole child within a very caring and supportive environment. The school's inclusive approach is much appreciated by parents and children. The care for 'looked after' children is outstanding and conversations with parents confirm this. The atmosphere in and around the school is calm, friendly and orderly. Pupils' attitudes and behaviour are very good. Staff provide high-quality role models as evidenced in the strong team work that is both effective and nurturing. The vicar contributes to school life with regular visits and discussions with the pupils. The school behaviour policy, based on firm Christian principles, results in pupils who are courteous and considerate to each other and to adults. They are justifiably proud of their school and keen to identify Christian artefacts and elements in their school such as their own prayers and art displays depicting stories from the Bible. They speak confidently about

the special nature of their school as a Church school and show no inhibition in talking about prayer and ways in which they talk to God. Pupils contribute very effectively to the life of their school, for example through the buddy system and the induction of new pupils. The older children speak positively about the opportunities they have, within the new playground environment, to make friends with the younger pupils. Productive links with the parish church add to the distinctive Christian character of the school, however there is currently little provision to raise awareness of the wider church.

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

Worship is important within the life of the school. Pupils and staff alike consider that the content of collective worship is making a significant contribution to the distinctive ethos of the school. Attitudes to collective worship are positive with the pupils recognising it as a special start to the day. There is time for reflection and prayer, enabling all pupils to participate. The pupils have a good understanding of prayer. There is a copy of the school prayer in the hall demonstrating the centrality of prayer in the school. Singing and violin playing is to a high standard which helps to raise the importance of music in praise. Major Christian festivals, following the pattern of the Anglican church year, are celebrated both in school and in church. The local vicar leads an act of worship each week. There is evidence of good planning and improvements in monitoring and evaluating the quality and impact of worship are recognised. The worship co-ordinator is looking to increase pupil and adult involvement and is reviewing the use of symbols and display. Acts of worship are primarily Christian. The pupils have an understanding of worship and the focus for daily worship is further expanded during the day by the individual class teachers. This reinforces the impact of the central Christian message on the children. There is still some confusion in the distinction between collective worship and assembly. Strong parental support is evidenced by their attendance at special services in the local Church. The school choir participates in some church services thereby taking worship to a wider community.

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

The new headteacher is working hard to promote a fresh and distinctively Christian vision for the school. She has identified areas for development and programmes for action are now in place. Leadership, since her arrival, has been outstanding and instrumental in raising the significance of the Church status within the school community. In her short time in post she has revised the collective worship policy, the school improvement plan and has appointed a new religious education [RE] co-ordinator. Staff feel valued and affirmed. They speak of a strong and growing team ethos based on Christian principles. Close and productive links have been developed with the local church, demonstrated by the good, mutually supportive link between the headteacher and the vicar. The headteacher is keen to involve the governors in monitoring and evaluating RE and collective worship so that they become more involved in the self-evaluation of the school as a church school. The teaching of RE has a positive impact on the learners who are able to talk confidently about topics that they have studied. Beliefs and traditions of people from other faiths are recognised through the RE curriculum which impacts positively on the pupils' spiritual, moral, social and cultural development. The visit to the Bradford Inter-Faith Centre enhances this. RE has equal status with other subjects and there are new strategies to improve monitoring and assessment. Within the school community there is a strong sense of family, evidenced by the way the older pupils support the younger ones at playtimes. Parents are happy to support events at school and speak highly of the school's special quality that enables their children to flourish as individuals. This was evidenced by a parent, experiencing difficulties who attributed her child's secure development to the strong Christian ethos within the school.