

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>West Pinchbeck St Bartholomew's Church of England Voluntary Controlled Primary School</b>	Leaveslake Drove West Pinchbeck Spalding Lincolnshire PE11 3QG
<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	Lincoln
Previous SIAMS inspection grade:	Good
Local authority	Lincolnshire
Date of inspection	6 October 2016
Date of last inspection	20 September 2011
School's unique reference number	120551
Headteacher	James Shawley
Inspector's name and number	Patricia Ruff 537

### School context

St Bartholomew's is a smaller than average-sized primary school with 101 learners on roll. West Pinchbeck is on the outskirts of Spalding and learners come from the village and surrounding area. The school has gone through a significant period of change in teaching staff including the appointment of the headteacher in April 2016. The majority of learners are White British heritage. Those whose first language is not English and those entitled to receive the pupil premium is slightly below national average. Nearly a fifth of learners are identified as having special educational needs or disabilities.

### The distinctiveness and effectiveness of West Pinchbeck St. Bartholomew's Church of England Primary School as a Church of England school are good

- Strong and decisive leadership, at all levels, has maintained a relentless focus on the school's distinctive Christian character ensuring the school continues to develop as a church school.
- A strong spirit of teamwork promotes achievement for all resulting in an inclusive and mutually supportive environment in which all learners thrive.
- Collective worship is an enjoyed and valued part of the school day and contributes to spiritual, moral, social and cultural development.

### **Areas to improve**

- Develop learners questioning in religious education (RE) to secure their understanding of Christianity as a multi-cultural world faith and deepen their thinking and understanding of and respect for diverse faiths and cultures.
- Create more innovative opportunities for spontaneous prayer to enable learners to lead in collective worship and other prayer times.

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

The Christian values of friendship, love, trust, forgiveness, hope, tolerance and acceptance are at the core of the school's mission and understood by all members of the school community in this inclusive and happy school. The new headteacher, with other leaders, has fully communicated the distinct Christian character of the school to the whole community. Through exciting visual displays, key focal areas around the school and through the school website they clearly express how the school prepares learners with 'the skills needed for life in a fast changing world.' This vision includes explicit reference to the importance of Christian values, 'to ensure that they are secure in their own identity as children of the school, of the community and of God'. Learners and adults readily talk about the strong and positive relationships which are at the heart of school life. Parents value the family ethos based on Christian values describing the school as a place where learners of all abilities thrive. One parent described the school as 'her saviour' and another stated that, 'No matter a child's background or personality, the school is just accepting and encouraging'. School leaders have high aspirations to ensure all learners make at least expected progress and are actively engaging with families to improve the attendance of pupils with special educational needs through building trusting relationships. Personal development and well-being is a high priority and the headteacher has quickly enhanced the school environment to nurture learners of all ages in this mutually supportive community. Spiritual, moral, social and cultural (SMSC) is a strength of the school. Learners talk with an increasing level of understanding about the importance of religious education (RE) in their lives and this aspect of the school's work makes a positive contribution to their SMSC development. Religious education has a high profile throughout the school and contributes to the promotion of the school's church school distinctiveness and an understanding of Christian faith. Pupils have a growing understanding of other faiths but leaders are mindful of the need to deepen learners understanding of difference and diversity. The RE Leader has identified the need to support teaching staff in the use of more challenging questions. 'Godly play' is used well to support an understanding of biblical texts and how they relate to children's own experiences developing their ability to reflect. Reflection areas in each classroom enable children to talk enthusiastically about prayer and how they share age appropriate Bibles as special books. The new reflective garden provides a calm oasis and has the potential to deepen reflection with wind chimes, a solar powered water fountain and key questions that engages everyone. Individuals, including those with no faith, articulate with a high degree of honesty and openness how they think their actions affect others stating, 'everyone learns from mistakes and we all need to look after each other'.

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

The school community places high priority on a distinctively Christian daily act of worship which is well planned. As a result, Christian values are known and understood by all. The lighting of the candle and the active participation enable all learners to engage fully throughout worship. Biblical teaching supports learners in knowing how to get along and behave towards each other. Relationships across the school including with parents are strong. Learners have a developing an understanding of Jesus Christ and the Trinity. They confidently share their

understanding of God as Father and Jesus as Son but are less secure with their understanding of God as Holy Spirit. School leaders, at all levels, recognise this and are further sharing stories from the Bible including the Easter story. Learners understand the Bible is a special book for Christians. School leaders, including foundation governors and the collective worship council, are involved in planning and evaluating worship and are working together to increase pupil leadership. Learners fully embrace singing in worship. The expertise and encouragement of the collective worship leader leads to a high level of engagement in singing with great enjoyment. This was verified through monitoring by the collective worship council who showed excitement at the thought of identifying even more 'catchy' songs. They also shared their plans to include, 'more people taking part, more songs, helping Reception take part and leading and planning worship'. Learners of all ages have a growing understanding of the nature and purpose of prayer and reflection. The very youngest learners talk about the prayers they routinely say, including The Lord's Prayer, and are beginning to understand how reflection spaces can be used to help them. They particularly like the dedicated area and prayer tree which has a prominent place in the school. There is a

need for more spontaneous prayer and reflection. Foundation governors including the vicar are increasingly involved in supporting the school to develop and evaluate worship with a more systematic approach which involves a range of stakeholders including parents. Monitoring and evaluation has identified areas for improvement which have been swiftly implemented. The school has a strong relationship with the parish church with pupils having a shared experience and understanding of festivals across the church year.

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

During a period of significant change the succession planning of the governing body has resulted in a smooth transition to a new leadership team including the chair of governors. Leaders, at all levels, articulate well a shared vision for the school. Governors describe their 'work in motion' and are aspirational and ambitious for the school. Working effectively with the Diocese they secured the appointment of a highly effective headteacher who is leading well and working closely with all stakeholders. The new headteacher is an excellent church school leader who has galvanised the work of all stakeholders resulting in a clearly shared vision and high aspirations. The impact of this joined up approach is what makes the leadership outstanding resulting in a clearly understood vision which significantly connects all areas of school life. He has ensured there is a relentless focus on standards of achievement for all pupils in an environment where all members of the community are valued including teachers new to the school. His work has quickly raised expectations and reinvigorated the work of the school. The governors and senior leaders seamlessly communicate their shared vision for the school and its distinct Christian character which is central to the strategic plan. Governors know the school strengths and areas for development well and are active in the exploration of partnerships with the church community, the wider community including parents and carers and local school networks. Learner's outstanding behaviour reflects the emphasis placed on SMSC development resulting in a high level of self-esteem. Middle leaders are effective and work closely with the headteacher and governors to identify areas for improvement which are swiftly actioned and monitored resulting in sustained improvement. Together the school and church act as a hub benefitting the local community and impacting on outcomes for learners and their families on a day to day basis. Governors have invested in the development of school leaders consequently RE and collective worship leadership is highly effective in bringing about improvement. The leadership team, including governors, are passionate about their vision for the future of the school which is clearly benefitting all learners who enjoy school and feel cared for and respected by their teachers. Arrangements for RE and collective worship meet statutory requirements. The development areas from the previous inspection have been addressed.

