

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

East Wold Church of England Primary School

Station Road Legbourne Louth LN11 8LD	
Current SIAMS inspection grade	Good
Diocese	Lincoln
Previous SIAMS inspection grade	Outstanding
Local authority	Lincolnshire
Date of inspection	10 th May 2018
Date of last inspection	13 June 2013
Type of school and unique reference number	Primary 120597
Executive headteacher	Becky Dhami
Inspector's name and number	Anne Platt 807

School context

East Wold is a smaller than average primary school with 98 pupils on rolls arranged into four class groups. Most pupils are of a White British background and live in the village or surrounding area. The number of pupils with learning difficulties and/or disabilities is above the national average. The proportion of pupils supported through the pupil premium funding is much lower than the national average. Attendance is above the national average. The executive headteacher has been in post since September 2017. The school is part of the Spire Federation with a local small school. The rector was in post until Easter 2018.

The distinctiveness and effectiveness of East Wold as a Church of England school are good

- The inspirational leadership of the executive headteacher has raised the profile of the Christian ethos and is ensuring that it is continually developing.
- The Christian character of the school makes a significant contribution to the positive relationships between all members of the school community.
- Christian values make a valuable contribution to the children's personal development and wellbeing.

Areas to improve

- Develop an agreed definition of spirituality, enabling greater consistency in planning for spiritual development to ensure that children have more clearly identified opportunities to become spiritually aware.
- Deepen pupils' understanding of collective worship through a greater exploration of themes and bible stories especially in class based acts of worship.
- Ensure robust monitoring and evaluation of church school distinctiveness and collective worship as an integral part of school improvement planning.

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

The Christian character is good because East Wold is a welcoming, caring and nurturing school where all pupils feel valued and special. Pupils enjoy coming to this joyous Christian school where attendance is good and there have been no exclusions.

The school has conducted a recent review of the core values in a process that has involved clergy, parents, staff and pupils. This has raised the profile of the Christian distinctiveness within the school and placed values more firmly at the centre of its ethos. The Christian values of 'trust, forgiveness, love, compassion and respect' are evident in daily practice and make a good contribution to the social and moral development of learners. Members of the school community talk confidently about how values are, 'infused throughout everyday life' ensuring a culture of mutual respect. The distinctively Christian values have a positive impact on the behaviour of pupils. A pupil said, 'at school, we love, and respect each other.' This was evident in the exemplary behaviour in the dining hall at lunchtime and playtimes which helped create a safe happy environment.

East Wold aspires to be a community where pupils 'flourish within a nurturing and happy atmosphere based on clear and strong Christian values.' Recent school data shows this ethos is beginning to have a positive impact on individual progress with improved predicted outcomes in 2018 across all key stages. The school provides a vibrant learning environment where pupils are proud to belong, feel valued and achievement demonstrates rapid improvement. Worship space in the hall, lively religious education (RE) displays and areas of reflection around the school are beginning to enhance pupils' spiritual development. However, spiritual experience across the school is largely dependent on individual teachers' work; it is not consistent because the school has not established a common understanding of spirituality.

Pupils understand the importance of giving to charitable projects, through which they experience the Christian values of compassion and love. One parent surmised, 'we are part of a caring school community which encourages pupils to think beyond themselves and to recognise other's needs.' Pupils are keen to help those less fortunate than themselves through fundraising for a variety of charities both local and abroad. These activities strongly support pupils' moral, social and cultural development.

Pupils know that it is important to learn about Christianity and other religions and that what they learn gives meaning to their everyday life. They enjoy religious education in which they demonstrate respect for others faith traditions and an understanding of Christianity. Cultural days and visits enhance the RE provision and parents appreciate pupils' understanding of the 'wider world.' The school has the International Schools Award and is currently going through the process of reaccreditation. The connecting classrooms project continued to develop since the last inspection, which has increased pupils social understanding and cultural awareness.

The impact of collective worship on the school community is good

Collective worship is good because it contributes to the life of the school through its promotion of Christian values and the scope it gives for pupils and adults to reflect and pray. Acts of whole school worship are planned to reflect Anglican traditions through Christian teaching, singing, reflection and prayer. This makes them distinctively special times in the school day and contributes to the community's spiritual development. Themes for the year are based on Christian festivals, values and topical events. Bible stories and the celebration of major festivals in the Christian church enable pupils to have some understanding of Christian life and the centrality of Jesus to worship. However, weekly class worship is not consistent across the school in following up the worship themes at a level appropriate to the age range of the pupils to deepen their knowledge and understanding.

Recent feedback from monitoring of collective worship has led to greater pupil involvement in leading the call to worship and prayers. The new pupils' group the 'faith followers,' have led services and been fundamental in revision of the Christian values and their promotion. A parent described how being a values champion had developed her son's confidence and deepened his understanding of the Christian meaning of kindness. The spiritual development of pupils has been strengthened through their contributions. The executive headteacher and rector have conducted some monitoring of collective worship with input from pupils and parents. Although this has led to recent changes in practice it is not an integral part of strategic school improvement planning.

Pupils' attitude to collective worship reflects the good quality of whole school worship and its impact on their spiritual and moral development. One pupil saw collective worship as, 'a special time when you can feel someone is by your side to help us.' Their appreciation of the nature of the Trinity has been developed through prayer and reflection which they can discuss with some understanding.

The variety of visitors who contribute to collective worship includes representatives from the local Christian communities. Their contribution is valued by parents, pupils and staff as it enriches pupils' understanding of different

Christian traditions. When services are held at the local church, parents say these are well attended which reflects the important place worship holds in the hearts of the school community.

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

The executive headteacher has a very clear understanding of the high expectations of being a successful church school. Through engagement in diocesan training, she has a thorough and accurate knowledge of the school's current good performance as a church school and strategies needed to continue improvement.

Together with the executive headteacher, governors are keen to identify further strategies which will enhance the Christian character of the school. In the academic year the rector and executive headteacher have revised the collective worship themes. As a result, Christian values are more explicit to the pupils, which contribute to their good behaviour and attitudes to learning. Some of these initiatives however are at an early stage and the leadership and management, including governors and senior leaders, have yet to develop a strategic programme to monitor and evaluate their impact.

Leadership of religious education is good and has a high profile in the curriculum. The newly appointed coordinator is committed to her subject and has an understanding of the current position of religious education and how to continue to improve its effectiveness. In preparation for the new Lincolnshire agreed syllabus, the RE lead has attended diocese training to ensure a smooth transition from current practice. The collective worship programme ensures that church seasons are linked to values and charities. The school meets statutory requirements for collective worship and religious education.

Links with the local church and community are good. Pupils and parents regard services at the church as an integral part of the life of the school. Parents appreciate the services linked to the Christian calendar and their relevance to the pupils. The rector quickly became a valued part of the life of the school. He made a significant contribution to regular acts of worship as well as his commitment to the governing body and pastoral support for the staff. Links with the parochial council during the interregnum will continue this important relationship.

The school has made progress towards addressing all of the development areas identified at the previous inspection.

SIAMS report May 2018 East Wold Church of England Primary Legbourne Louth LN11 8LD