

National Society Statutory Inspection of Anglican and Methodist Schools Report

Sproatley Endowed Church of England Voluntary Controlled Primary School

Balk Lane,
Sproatley,
Hull,
HU11 4PR

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: York

Local authority: East Riding

Date of inspection: 3 March 2016

Date of last inspection: January 2011

School's unique reference number: 117994

Headteacher: Gillian Pepper

Inspector's name and number: Alan Thornsby 137

School context

Sproatley Endowed is smaller than average sized primary school with 143 pupils on roll. Most of these are of White British heritage. Children come from a range of backgrounds and local villages spread over a wide rural area. The school has an average number of pupils with special educational needs and/or disabilities. The number entitled to pupil premium is below average. Since the last inspection there have been significant changes in leadership, staffing and governance.

The distinctiveness and effectiveness of Sproatley Endowed School as a Church of England school are good

- The drive and Christian vision of the headteacher and governors have created a well-communicated and understood foundation for a distinctive church school.
- The Christian character of the school has a great impact on the behaviour, attitudes and relationships of everyone in the school.
- The academic and personal development of pupils is enhanced by the impact of explicit Christian values that underpin the school.

Areas to improve

- Ensure staff understand the breadth of spirituality, including the use of the outdoor spaces to increase the awareness and experience of pupils.
- Extend the work of the pupil church group, to provide greater experiences for pupils in regularly planning, delivering and evaluating acts of worship.
- Enhance pupils' experience of other faiths and cultures through visits to other places of worship and links to other schools.

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

The school has an inclusive and caring Christian ethos which is quoted in the mission statement 'Through our Christian values of friendship, compassion and trust we encourage, build and hope together, with no one left behind' (1Thess.5-11)' These recently agreed values are understood, displayed and inform the actions of everyone in school. Each class has recently adopted a Christian symbol with a Biblical reference to explain it. Displays in school have a Bible quote, a further indication of the extent of the distinctive character of the school. Christian values underpin the practice and policy of the school and inform the care and value of each individual as a child of God. This ensures that the need of each individual is recognised. Nurture, challenge and support, with constant reference to the core values enable all to achieve, despite the fluctuations in data as a result of small cohorts. Achievement in school is currently in line with national expectations. A recently developed tracking system enables staff to ensure that children are meeting the high expectations as well as identifying individuals for extra support. Children are very polite, confident and articulate. They enjoy being in school and enjoy their learning. They recognise the Christian origin of their values, and are developing a greater awareness of the stories of Jesus that illustrate many of these. As a result relationships, behaviour and attitudes to work are good. Spiritual, moral, social and cultural (SMSC) development and Christian values are identified in planning to ensure these are constantly referred to and reinforced as a consistent part of school life. However, the school has identified the benefits of increased staff awareness of the breadth of spirituality to extend the experiences of pupils, especially outdoors. SMSC is also supported through a range of school activities and cross-curricular links. The school has identified the benefits of increased experience of other faiths and culture through a programme of visits. Religious education (RE) has a high profile in school. Pupils are developing a good understanding of the life of Jesus and the Bible as well as other major faiths and mirror the enthusiasm of teachers. Pupils enjoy learning about religion and learning from religion. They have opportunities to reflect and discuss challenging questions and consider the responses and choices of other people, as well as the impact on their own lives. Pupils are very aware of the global nature of Christianity and other major faiths. They recognise that anyone can share and live out their values, regardless of a faith background or none. Pupils show their compassion with each class supporting a nominated charity.

The impact of collective worship on the school community is good

Worship is central to exploring Christian values, their links to the Bible and impact on the daily life of everyone in school. Adults and children recognise the importance of shared times together to learn and reflect. They also understand the importance of Christian values that 'help us in our lives'. Worship is underpinned by an effective policy. Planning is thorough and identifies the links between themes, Christian values, Bible readings and hymn. Children are engaged by a wide selection of music as they enter and leave. Pupils experience a range of worship formats and leaders. Pupils create a reverent atmosphere for worship, including when everyone enters the hall in costume for World Book Day. Such occasions give the opportunity recognise the Bible as a library of different types of books about God and Jesus. The ritual of worship reflects Anglican tradition of greeting, lighting the candle and sharing a message. There are also opportunities for response through joyful singing and quiet times for reflection. The Anglican nature of worship is strengthened through the use of liturgical colours and the lighting of three candles. Children understand the symbolism of the candles representing 'God the Father, who created the world; God the Son, Jesus who helps us and God the Holy Spirit, who is all around'. Children are developing awareness of Christian symbolism as each class has a dedicated symbol. They readily relate the meaning and background of these. Prayer has a high profile in school life, with children commenting 'prayer is like having a telephone to talk to God'. The 'Who can we pray for today?' board and class reflection areas allow pupils to share their thoughts and prayers. They are also developing an awareness of the difference between prayer and reflection. The recently appointed vicar is playing an increasing role in the life of the school. He is very aware of the spiritual and Christian knowledge of children, who for example stated Jesus is more important than Father Christmas. They

also recognise 'it is better to give than receive'. The church is used for festival services as well as a learning resource. The pupils' church group meet to discuss plan and deliver some acts of worship. The school has identified the benefits of an increased role of this group by jointly working with the adult church group to monitor and evaluate worship. The adult church group has extended the work of the foundation governors to ensure the monitoring, evaluation and development of worship. The group has recently begun to meet with the pupil church group to discuss the impact of worship. The work of the group and parish links is creating a wider worshipping community within the school and church.

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

The headteacher has a drive and vision that continually develops the Christian character of the school. The whole community recognise the spiritual growth of the school since her appointment. Christian values are embedded throughout the life of the school. Documents, practice and the school website ensure there is no doubt of the Christian distinctiveness. Christian values drive the life of the school, informing every decision and action. Everyone understands the centrality of Christian values, as the whole school community has been involved in agreeing the core values of the school. As a result the school is the heart of the local community. The distinctive Christian character of the school is the focus of the recently created role of church school leader, as a key part of the school team. This role encompasses subject leadership for RE and worship, the development of the school church groups and Christian ethos. This ensures that RE and worship meet statutory requirements, as well as Christian values impacting in the life of the school, embedding them in the fabric of the school. Foundation governors are part of the Adult church group that monitors and evaluates the Christian character of the school. Currently their findings are shared with other governors as part of the head teacher's report. These ensure all governors understand the Christian foundation of the school, are up to date with developments and have opportunities for discussion. However, the school is to give greater priority to church school distinctiveness through a regular report from the church school leader. Teaching and learning have improved as a result of support from the Ebor Academy Trust. The school is now self supporting in its training. This includes a regular 'drop in' monitoring of lessons by the headteacher that indicates teaching is now consistency good. Staff recognise the impact of the core values on teaching and learning and identify learning opportunities in lessons to reinforce them. The effective work of foundation governors, church groups and church school leader drive a cycle of review that enables continuous improvement. As a result, self-evaluation is accurate. Parents are proud of the school and its continual drive to meet the needs of each child, recognising how the school values give children a foundation for life. Typical of the many positive comments are 'there is fantastic peer support. Children are confident to express their feelings and recognise and respect differences'. Parents also note 'there is an extended family feel because teachers always look for positives and new start'. The school has strong links with the church and village communities that further the spiritual life of the school. Good links with the diocese, the Ebor Academy Trust and other local schools ensure curriculum and personal development of adults.

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