



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church**

National Society Statutory Inspection of Anglican and Methodist Schools Report

Lockington Church of England Voluntary Controlled School

Front Street
Lockington
Driffield
YO25 9SH

Previous SIAMS grade: Good

Current inspection grade: Outstanding

Diocese: York

Local authority: East Riding of Yorkshire

Date of inspection: 29 April 2016

Date of last inspection: June 2011

School's unique reference number: 118001

Headteacher: Julie Cattle

Inspector's name and number: Alan Thornsby 137

School context

Lockington is a small rural primary school serving the village of Lockington and surrounding villages. There are currently 49 pupils on roll, in two classes. The majority these are White British. The number of pupils with special education needs and/or disabilities is broadly in line with national average. The headteacher was appointed in 2011. There have been a number of recent staffing changes.

The distinctiveness and effectiveness of Lockington as a Church of England school are outstanding

- The headteacher, staff and governors are committed to the continuous development of a school where the Christian values of creativity, compassion and perseverance pervade the fabric of the school and drive every aspect of life.
- Children understand and articulate the Christian foundation of the school, they see the values lived out, and as a result are nurtured academically and personally.
- Within this nurturing Christian environment children make good progress and achieve well.

Areas to improve

- Continue to explore and implement creative ways of expressing the distinctive Christian character of the school, for example, as part of staff appraisal cycles

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

The school has a welcoming and caring ethos that reflects the Christian values of creativity, compassion and perseverance that permeate the life and 'the very fabric' of the school. The Christian character of the school is obvious in displays that have reflective questions, biblical references and photos of children displaying values in action. Christian values are often displayed as acrostic poems, each line relating to the value. Everyone recognises the symbols for each value that are part of the 'golden rules'. Adults are role models of values in action and constantly refer to Christian values in their teaching. For example, lessons are planned on Christian principles and adults talk about perseverance when pupils are facing challenging work. Pupils are confident, articulate and have a sense of fun in their learning. As a result behaviour, relationships and attitudes to work are excellent. They have created 'Happy lunchtime' rules that endorse the core Christian values. Robust tracking procedures ensure that all groups of learners are able to achieve well and at least in line with national expectations. Comprehensive intervention programmes support pupils who have identified needs. As a result, these pupils make good progress to narrow the gaps. Although cohort size can distort data, achievement is judged to be good or better. Attendance is good because children want to come to school, supported by strategies when needed. Spiritual, moral, social and cultural development (SMSC) is a central feature of the distinctive Christian character and opportunities to explore these are identified in lesson planning. Staff have explored and agreed a definition of spirituality. This and the introduction of values learning journals for pupils reflect the on-going commitment to continuous improvement. Religious education (RE) is core subject as part of the Christian character of the school. Pupils enjoy opportunities to explore, discuss and share knowledge in high quality lessons. The input of the clergy supports spiritual development by exploring 'big questions', such as 'Who created God?' and 'Is the Bible fact or fiction?'. The school is currently applying to gain the 'RE Quality Mark' in recognition of the importance of RE. Children are adamant of the importance of respect for all faiths. They recognise global cultural and religious diversity as well as the right of everyone to their own beliefs and respect, commenting 'Although some people may not believe in God, everyone should respect the beliefs and gods of other faiths'. They also recognise the significance of clothing to some faiths. Pupils show their Christian service through a range of local, national and global charity support.

The impact of collective worship on the school community is outstanding

An act of daily worship reinforces Christian values and SMSC as central aspect of the distinctive Christian character and life of the school. It is underpinned by an extensive policy to ensure that secure links are made between Christian values and their Biblical origins and recognised by everyone. A range of resources, including 'Roots and Fruits' and 'Flippin Praise' support planning and ensure distinctive elements of Anglican worship. These include the lighting of three candles to symbolise the Trinity, engagement, reflection and response and sending out. Children experience a range of leaders, including staff, governors and clergy. Pupils plan and deliver worship each week. Children create a reverent atmosphere for worship by their quiet and respectful entry, with a sense of anticipation. They are readily engaged by leaders and offer insightful contributions, such as identifying how to show respect for other people. They sing with great joy and meaning. Immediate comments and review by leaders inform discussion and evaluation. These are shared with the ethos group of staff, pupils and governors as part of a cycle of review to ensure that collective worship is constantly evolving and improving. Children have a good understanding of the life of Jesus and his teaching through parables. They readily relate Bible stories to illustrate a Christian value, such as truthfulness and the story of Jonah, and the parable of the Lost Coin. They also recognise the importance and impact of these on their lives. They have a good knowledge of Christian symbolism and recognise 'baptism is a welcome to the church family, when the vicar makes a cross on your forehead at the font. You can be two or three or even an adult'. The vicar leads worship on a regular basis. The church is used for festival services, including practical experience of the life of Jesus in the Easter service as they walk through the events of Holy week. The vicar also leads workshops to develop the spiritual understanding of pupils of the Eucharist and the Trinity. Pupils describe the Trinity as 'God the Father, who created the world. God the Son, who shared his values. God the Holy Spirit is inside us and helps us to know the right thing to do and be happy'. Pupils understand the value of prayer to ask God for help or to forgive. They also recognise that the answer may not be immediate or obvious. They write prayers, often reflecting a value and have

recently been introduced to 'hand prayers' when each finger represents an element of prayer for each other. The rich outdoor facilities include a reflective area, with stained glass windows designed by pupils to illustrate a Christian value linked to a Bible story and verse. Pupils describe this as 'a peaceful place where there are comfort bears to cuddle if you feel lonely or need a friend'.

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

The headteacher has a clear vision for the school as a church school that serves the community and its children. Her commitment and example is recognised by adults and children. As a result the school is a compassionate Christian community where all work together and value each other. There is deeply rooted commitment to nurturing individuals to reach their potential. Christian values of creativity, compassion and perseverance drive every aspect of the life of the school. The school aims reflect the commitment to a Christian learning environment that has high expectations of everyone. This enables all groups of children to make good progress. Christian values are lived out by all adults in school and reflected by the actions of pupils. The school community agreed the core values of the school, one of which is explored each half term. Staff recognise the Christian values are foundation of every aspect of school life, driven by the by example and commitment of the headteacher. Governors understand the work of the school through learning walks and reports. Each governor visit report includes opportunities to comment on distinctive Christian character of the school. The ethos group drives the cycle of self-assessment and development that results in continual improvement. Their reports to governors ensure that everyone understands the progress being made. Self-evaluation is accurate. The development points from the previous inspection have been addressed and further developed. The ethos group ensures that RE and worship meet statutory requirements. The school is constantly exploring new ways to express its Christian distinctiveness. For example, the introduction of church school targets in staff appraisal cycles. Leaders and managers constantly ensure the well being of staff through their respect and compassion, especially during times of personal difficulty. Staff recognise that they and their work are valued. As a result, there is a strong and mutually supportive staff team who constantly reflect Christian values. The commitment of governors and staff to curriculum and personal development ensures that everyone shares best practice. This also provides leadership experience at appropriate levels. Parents recognise the Christian foundation of the school and the impact of the Christian ethos on pupils with the comment 'staff go the extra mile to meet the needs of each individual child'. They describe pupils as being 'well rounded and confident. They blossom because values are a part of everyday life.' They also relate how the vicar is a part of the school, making a direct link with the church and village communities. Parents know that the school listens and responds to their views. They are intensely proud of belonging to the school, expressing comments such as 'there is a great family feel because children look out for each other' and 'the valuing of each individual, with personalised support when necessary, creates a working partnership between home and school'. The school has good links with the parish, the local community and businesses, sharing events and initiatives. The 'Friends' of the school support the school through fundraising events. The school also enjoys support and training from the diocese and joins other church schools at REaction days.

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