



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St Kenelm's Church of England Voluntary Controlled Primary School

Wenrisc Drive
Minster Lovell
OX29 0SP

Previous SIAMS grade: Good

Diocese: Oxford

Local authority: Oxfordshire

Dates of inspection: 12 November 2014

Date of last inspection: October 2009

School's unique reference number: 123110

Headteacher: Robert Alder

Inspector's name and number: Lesley Turville 732

School context

This is a smaller-than-average sized primary school. Pupils are taught in three mixed aged classes with a discrete reception class. Most pupils are from a White British background. The proportion of pupils known to eligible for support through pupil premium, school action plus or a statement of special needs is well below average. However the number of pupils supported by school action is above average. The local church is some distance from the school and has just been through an 18 month interregnum. The head has been in place for 28 years and the staff turnover is low.

The distinctiveness and effectiveness of St Kenelm's as a Church of England school are good

This is because of:

- the quiet but effective leadership of the headteacher who lives out the Christian values of service and welcome and creates a Christian community where all staff, pupils and parents feel valued and included.
- the focus on Christian values in worship that inspire pupils to behave well, respect each other and work hard leading to high attainment.
- effective RE teaching which supports the spiritual, moral, social and cultural development of pupils and helps define the Christian values of the school.

Areas to improve

- To establish a group of governors who formally monitor and evaluate the provision for and impact of the school's Christian ethos, religious education and collective worship so that this can inform the school's strategic and succession planning.
- To ensure that pupils are more actively involved in the planning and leading of collective worship to develop their understanding of Anglican traditions and practices.
- To involve parents and pupils in the self-evaluation of the school as a church school so that their views can inform future planning.

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

The school has an ethos statement that links the Christian values of care, respect and forgiveness to the teaching of Jesus through the Bible quote 'to treat others as you would want to be treated'. These, and other values, chosen from a wider set are focussed on in collective worship and clearly defined as Christian values. Within the school these values are used to set high expectations of behaviour and define relationships for all in the community. They are clearly demonstrated in the children's care and understanding for each other as they describe how they are all helping someone who is new to the community and country to settle in and learn what is expected. This results in the children developing a positive self-esteem and a generous spirit as they flourish in a secure, inclusive and safe Christian environment. The skilled staff model good relationships and ensure that lessons are challenging but engaging, as one child says they can make 'even the boring fun and exciting' by the enthusiasm they bring to it. Children themselves make the link between the values, their behaviour and the way they learn in lessons seeing this as their core purpose. As a result attainment in the school is above the national average and progress for all groups meets and often exceeds national expectations. The school takes the spiritual, moral, social and cultural (SMSC) development of the pupils seriously ensuring that children receive a broad curriculum with built in opportunities for development. Examples of this are the way children in years one and two have class pets in order to learn how to care for animals and the foundation stage has a day a week working in the outdoor environment so that children can learn to take risks. There is an emphasis placed on children reflecting on their learning in all lessons. SMSC is further enhanced by religious education (RE) which follows the locally agreed syllabus. Carefully planned lessons link teaching knowledge about the subject with a range of activities such as drama, where children have to place themselves in the position of a character and answer as if they were them, creative work, discussion and reflection. These learning styles enable the children to explore their own beliefs and opinions in a variety of ways and learn to respect the beliefs of others. Children understand that where you live does not define your faith and that people of many different faiths can be found in any country. Although the church has been through an 18 month interregnum the school has maintained strong links and children are very proud of the part they played in interviewing the new vicar which means they already see her as part of the school.

The impact of collective worship on the school community is good

Worship reflects the Christian foundation of the school and is based on values which are explored through Biblical stories, reflection and prayer ensuring that pupils are able to understand them as Christian values. The pattern of worship throughout the week allows for themes introduced to the whole school to be followed up in the classroom in an age appropriate way. This also helps the pupils to recall the stories about Jesus and his teachings. The children relate these to how they should behave in school with one child telling me you 'should forgive if they hurt you as Jesus said to' and another that 'in the bible the stories inspire you to be a good person'. This idea is developed in Friday's collective worship where children who have been inspirational or who have evidenced the current value have their pictures displayed inside a star for the next week. Parents report that pupils are very proud if they are chosen and like the chance to nominate others. This, in turn, leads to pupils wanting to help others and displays show the range of charities supported including the sponsoring of a child through 'world vision' in Armenia. Pupils and staff say they enjoy worship and feel that it is a valuable time. Pupils enjoy singing, especially songs that they also sing in church, and one member of staff said that listening to the children sing can be a very spiritual experience and sends shivers down her spine. This powerful singing was demonstrated on the day when the children sang beautifully in parts. Children also enjoy writing prayers 'which is a way of speaking to God', which are used in collective worship and at other times in the day. They recognise that this can be a help in times of trouble as one child explained how she had written a prayer especially for a sick relation. These are all ways in which worship in this school supports the spiritual, moral social and cultural development of the pupils. The school values its links with the local church and has ensured that during the recent interregnum links have been maintained. Visiting clergy from St Kenelm's and a local Methodist church ensure pupils have a range of experiences to draw upon although the pupils' knowledge of the seasons of the church year and the Trinity need to be developed. Although the church is some distance from the school it is used when possible for special services. Worship is not yet outstanding because, although pupils enjoy acting out

stories or reading prayers, they have few opportunities to plan, lead or evaluate acts of worship themselves. Governors sometimes attend worship and the headteacher reports termly themes in his reports but no formal monitoring of the impact of worship has been undertaken to inform future developments.

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

The headteacher, staff and governors all articulate the importance of the Christian ethos in forming the character of the school as a safe, warm and welcoming, inclusive community. The school uses a range of values which governors and parents recognise as common to people of all faiths and none but, through worship and links to the teaching of Jesus, are understood to support the Christian foundation of this school. This is made explicit in the ethos statement displayed in the entrance hall but is not made as explicit on the school website or in policy documents. Staff are good role models of values in action and enjoy belonging to 'a real family where we all support and challenge each other'. This is due to the established leadership of the headteacher who treats all staff in this small school as equals and values their opinions. Once in the school staff tend to stay because they feel happy and well supported with plenty of opportunities to grow and develop. Governors have a good understanding of the academic performance of the school and there are effective procedures for monitoring pupil progress which ensures the needs of all groups of pupils are met. However formal monitoring structures do not extend to looking at the impact of the school's Christian ethos, RE or collective worship on all members of the community. Governors are kept informed about content of the curriculum and worship and invited to respond through headteacher reports. This and the slow progress towards meeting the points for development from the last inspection mean that the school cannot be judged to be better than good. The headteacher is the coordinator for RE and monitors the delivery of the curriculum through lesson observations and book scrutiny to ensure statutory obligations are met and that teaching methods are varied and appropriate so that standards are in line with other subjects. Partnerships within the community are good; parents speak highly of the school and see it as central to the village community. They support the school through fund raising activities and attendance at school events and involvement in leading clubs like the environmental club. They value the wrap around care provided by breakfast and after school clubs which support the particular needs of working parents and exemplifies how the school lives out its commitment to serve the local community.

SIAMS report November 2014 St Kenelm's C of E Primary School, Minster Lovell OX29 0SP