



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Scunthorpe Church of England Voluntary Controlled Primary School

Gurnell Street
Scunthorpe
DN15 6HP

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Lincoln

Local authority: North Lincolnshire

Dates of inspection: 10 June 2016

Date of last inspection: 9 June 2011

School's unique reference number: 118016

Headteacher: Jennifer Fullwood

Inspector's name and number: Yvonne Shaw 245

School context

Scunthorpe Church of England Primary School is slightly larger than average with 280 pupils on roll. The proportion of pupils for whom the Pupil Premium Funding is allocated is significantly above average which reflects the socio economic backgrounds of the community. The proportion of pupils from minority ethnic groups is very much larger than average as is the proportion for whom English is an acquired language. Pupil mobility is higher than average. There are fewer pupils with disabilities and/or special educational needs than average.

The distinctiveness and effectiveness of Scunthorpe Church of England Primary School as a Church of England school are good

- The commitment of the headteacher is instrumental in the creation of a climate of trust, tolerance, care and inclusivity within a Christian ethos.
- Adults in the school value each individual as made in the image of God whatever their cultural or religious background ensuring they make at least expected progress from varied starting points.
- Exemplary pastoral care and intervention strategies overcome barriers to learning and fully support spiritual, moral, social and personal development. This also reflects the commitment of all to the school's Christian values which are well balanced to include all cultures and faiths.

Areas to improve

- Include all members of the school community in monitoring and evaluation to enable governors to hold senior leaders to account for the school's performance and distinctiveness as a church school.
- Engage children in planning, preparing, presenting and evaluating worship to further their understanding of the Christian character of the school.
- Ensure all can articulate the distinctively Christian basis of the school's values by making this explicit in all documentation, including the website.

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

The headteacher, staff, parents, children and governors share a passion for this school. All are dedicated to ensuring each individual achieves the best possible outcomes both academically and spiritually within the school's challenging context. A direct consequence of their commitment is the daily living out of the school's overarching Christian values. Leaders ensure that new staff understand this commitment and are able to contribute to it and as a consequence, once appointed, very little staff turnover is experienced. One member of staff summarised this by saying, 'My family are my life but this school is my passion', a view which is shared by many. The whole community enacts the vision for inclusivity, respect and tolerance which is clearly expressed within relationships. The belief of adults that all are made in the image of God is tangible. Christian values of hope, courage, forgiveness, tolerance, wisdom, respect, perseverance, teamwork and spirituality are modelled across the curriculum. However, not all can articulate what the school's values are, nor that they are distinctively Christian. This aspect is omitted from the school's key documents, including the website. Parents confirm that their children are very well cared for and supported by the exemplary pastoral support which is in place. Behaviour is very good and exclusion is rare and seen only as a last resort. Children enjoy positive relationships, care and support each other, therefore there have been no incidents of bullying or of a homophobic nature in the past year. This reflects the positive impact of the carefully chosen themes within collective worship and RE. Children are confident that they feel safe, know who to turn to if they have a problem and that they will be treated both equally and fairly by the adults in the school. When asked, they are united in the view that they 'don't want to change anything, it's a fantastic place to be'. Attendance is improving because children know that they are valued and that their achievements are celebrated. The school has worked hard among the community to raise parental and pupil aspirations and to build a trusting reputation dedicated to achievement for all. All know and understand that here is 'a place to shine'. Leaders have a very good understanding of the beliefs and traditions of this culturally diverse school and engage in a respectful dialogue over any sensitive issues. Consequently, parents confirm that the school supports them in many and varied circumstances both in school and at other times. Parents also value that the school has 'kept its Christian roots within a diverse community'. Parents confirm that RE makes a significant impact on the Christian character of the school. One parent said 'my child has found a love of God from this school'. Others said that their children come home and teach them about different faiths. Children say that they enjoy RE and know that they are able to reflect on the significance of faith in their own lives. The subject makes a strong contribution to the Christian character of the school, enabling a climate for learning where children flourish. They have a mature respect for the faith of others whether it be the same or different from their own. In core subjects, children make at least expected progress, often from very low starting points. By the end of Key Stage 2, they achieve standards broadly in line with those achieved nationally. A key focus from the previous inspection to develop opportunities for more able learners has been met evidenced by an increase in achievement at higher levels in statutory assessments.

The impact of collective worship on the school community is good

Collective worship contributes effectively to children's religious, spiritual and moral development. It is inclusive and a key part of the life of the school. Children of all faiths and none worship together, learning about and reflecting on each other's beliefs. Occasionally an extremely small minority of parents withdraw their child from collective worship on faith grounds. Collective worship is planned by the headteacher who leads this area. Themes explore current issues, Bible stories, the liturgical year and Christian teachings thus rooting collective worship in the Gospel of Christ. Additionally, there is a weekly focus on famous, prominent Christians and how their faith has influenced their lives. This successfully enables children to understand how the school's values impact and improve their own lives. Children value opportunities for reflection during adult led acts of worship. Self-evaluation has not been rigorous enough to identify the children's

opportunities to contribute their own prayers within acts of worship. Children enjoy collective worship and participate respectfully and with reverence. The importance of worship, including the daily prayer time in classrooms, is recognised by the school community as contributing to the school's Christian ethos. Children and parents value these opportunities to extend the prayerful life of the school. Most acts of worship are creatively planned by adults leading to often inspirational presentation which deepens children's spiritual and moral awareness. Children are not yet provided with sufficient opportunities to plan, prepare, present and evaluate acts of worship. Key Christian festivals such as Christmas and Easter often take place in the local church and these occasions are well attended by parents. Parents are also welcomed in to school based acts of worship. Children and adults engage well and enjoy sharing various acts of worship together. Each classroom has a reflection area although these are, as yet, underdeveloped in encouraging children to share their own prayers. Visitors, including the local clergy, are welcomed into school to lead acts of worship. Children are beginning to develop their knowledge of God as Father, Son and Holy Spirit. However the significance of this has not yet been made explicit and so their understanding of the Trinity and its importance to Christians is not yet embedded. Aspects of Anglican practice are evident through, for example, the use of candles, reading from the Bible and saying the school prayer. Liturgical responses are not yet used on a regular basis. Leaders have identified the need to 'find our singing voices' so that worship through song can be enhanced and thus further develop pupils spiritually, socially, morally and culturally.

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

Inspirational and passionate in her approach, the headteacher has established a clear Christian vision for the school. She has created a climate of care, trust, understanding and tolerance so that people speak with passion about the school. The vision is shared with pupils, staff and parents and promotes pupils' achievements in both academic and personal aspects of their lives. However, the distinctively Christian nature of the school's vision and values are not made explicit in school documentation, including the website. This is limiting the opportunity to fully promote the distinctiveness and effectiveness of the school as a Church of England school. All staff are fully supportive of this vision and feel valued by the leadership. Staff are effusive in their passion and praise for the school, as are parents, who feel that it is a safe haven within the community. 'Every child in this school is special' is a commonly held view and each is treated as such. Members of staff and governors spoke of 'choosing the school' and 'once here you don't want to leave – it hooks you in'. They attribute this to the Christian vision which threads through all aspects of the school's work. The school serves an ethnically and religiously diverse community and is highly effective in embracing all. Parents say that they particularly appreciate the balance provided between the promotion of Christian values and respect for the faith values of others. Leaders have been adept in ensuring that children understand and appreciate the similarities between Christian values and values within other faiths. Enthusiastic leadership of RE ensure that a creatively planned curriculum enables children to learn about Christianity and other faiths through exciting lessons. Effective teaching and learning in RE is leading to children's strengthening investigational and reflective skills. Leadership of collective worship is good. Leaders of both RE and collective worship have benefited from the support of externally provided training including from the Diocese. A focus for improvement from the previous inspection was to develop governors' understanding of the school to improve the opportunities for learners and this has been met. Leaders now have a good understanding of the school's performance and this has led to improvement in academic achievement since the last inspection. Staff and governors are committed to the continual development of church school distinctiveness. However, strategic planning and evaluation of the school is not yet rigorous enough. Not all leaders, including governors, are included in evaluating the distinctively Christian character of the school, nor are pupils and parents. The school meets the statutory requirements for both RE and collective worship.

