



National Society Statutory Inspection of Anglican and Methodist Schools Report

Spratton Church of England Primary School

School Road
Spratton
NN6 8HY

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Peterborough

Local authority: Northamptonshire

Date of inspection: 13 October 2015

Date of last inspection: October 2010

School's unique reference number: 121991

Headteacher: Claire Radd

Inspector's name and number: Morey Gompertz 507

The School context

This is a much smaller than average sized rural primary school with 55 pupils on roll. The vast majority of pupils are White British and come from a range of socio-economic backgrounds. There have been significant changes in school leadership over the last three years. The present head teacher has been in post since September 2014. The percentage of pupils supported by pupil premium is in line with the national average. The number of pupils with special needs and/or disability is below that nationally.

The distinctiveness and effectiveness of Spratton Church of England Voluntary Controlled Primary school as a Church of England school are good.

- Christian values are at the heart of the curriculum and daily worship securing an ethos of an interdependent Christian family.
- The creative curriculum supports the spiritual, moral, cultural and social (SMSC) development of the children.
- Leadership at all levels is committed to the development of the school as a church school and each child as a confident child of God.
- The school recognises the importance of effective partnerships and works to maintain them with St Andrew's Church, the Uplands group of parishes and the wider community.

Areas to improve

- Deepen the theological basis of collective worship so enabling pupils to develop their understanding of God as Father, Son and Holy Spirit.
- Ensure that Religious Education (RE) provides creative opportunities for learners to increase their awareness of the worldwide and multi-cultural nature of Christianity.
- Make explicit the distinctive Christian character of the school on the website, in newsletters and the prospectus.

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

Christian values are embedded in the life of the school so that they impact positively upon the pupils' wellbeing, attitudes to learning and care for one another. High expectations of behaviour are informed by the Christian values. This encourages mutual support and positive attitudes throughout the school day. Its ethos is that of a Christian family where the majority of members are cherished and confident because of their faith in God. This shared vision is the motivation behind the staff's determination to offer children "nothing less than the best." The school takes seriously its Christian responsibility to provide encouragement and challenge. This enables some children to make accelerated progress from a low starting point on entering the school. Those children with special educational needs make equally good progress. Attainment in comparison to the national average can vary due to very small cohorts so care must be taken when comparing school data both with other schools nationally and previous year groups. The Christian ethos encompasses the provision of 'wrap around care' and contributes positively to good levels of attendance and punctuality. The impact of the distinctive Christian character is evident in all policy documentation. However, this message is not communicated so securely on the website, in newsletters and the prospectus. The Christian character of the school together with the RE provision enables pupils to explore spirituality and nourishes their SMSC development. Knowledge of and respect for other faiths and cultures is nurtured through visits from those with firsthand experience of Jewish, Sikh and Muslim faiths. However, pupils are not so confident in articulating their understanding of Christianity as a worldwide and multi-cultural religion. Pupils show respect by asking reflective and deep questions that show their growing awareness of values common to all faiths.

The impact of collective worship on the school community is good.

Collective worship is planned around Christian values and festivals of the Church year. The school has responded well to the focus for development in the previous inspection and now pupils are fully involved in planning and leading acts of worship. They enjoy participation and show growing understanding of the nature of Christian worship and the rhythm of liturgical seasons. Within worship, teaching is shared about the life and teaching of Jesus Christ and the school appreciates the vicar's contribution in this. Whilst pupils know the importance of Jesus Christ to the Christian faith, their understanding of the Trinitarian nature of God is less well articulated. Pupils write and share prayers making them personal and heartfelt. They also play an active part in worship outside school in St Andrew's Church or at cluster festival services. The impact of this participation increases their self-confidence and personal spirituality. Staff, governors and children monitor collective worship using the findings to inform future development. Pupils naturally use quiet times of reflection in worship and at other times of the day. They are justly proud of the provision of outside areas as places for quiet reflection. This is in response to a focus for development from the previous inspection. They have enhanced these areas recently by the introduction of plants and artefacts with calming colours and fragrances. Biblical narratives and text linked to Christian values are followed up in classroom work. This supports the pupils' understanding of their impact on and relevance to their lives. Parents are regularly invited to join collective worship and speak positively of the impact this has upon aspects of family life. A weekly rota of visitors from the Uplands group of parishes lead collective worship using the "Open the Book" scheme. This increases pupils' knowledge of Bible stories creatively in drama. All pupils say grace in their classrooms before lunch and articulate concerned awareness of the plight of the homeless and refugees. Use of music in worship is greatly enhanced by the talent of the head teacher and every child's uninhibited participation in singing is outstanding. When a pupil was asked about this, the reply was "We all sing in this school because that is what we do".

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

The determination of the head teacher to lead this school forward as a church school is nourished by her Christian vision and supported by the Governors who share it. Their corporate vision is having a positive impact on standards of achievement for all pupils. Evidence of their commitment is seen in the consistent appointment of staff members who are in tune with this vision and in their succession planning for future needs. The head leads quietly by example so that the whole staff team is encouraged to contribute with confidence. Continuing professional development is seen as a priority and robust but gracious performance management is exercised throughout the staff. Governors challenge the school leaders to ensure that the Christian distinctiveness is maintained with all policies regularly reviewed and updated. To this end, the Christian vision for the school is included at the beginning of all policy documentation. The school website, prospectus and newsletters lack clarity in explicitly communicating the positive Christian character of the school. Governors and school leaders see it as a priority to constantly pursue ways to improve standards and review initiatives within the school improvement plan. All staff members contribute to the cycle of planning and accurate self evaluation and their judgements are sound. Links with St Andrew's Church and the Upland group of parishes are mutually beneficial with the vicar and team members regularly leading worship. Links with the local village toddler group are promoted by their weekly use of the school hall for its meetings. There are also strong links with other schools many of which are church schools. Head teachers meet to share ideas on initiatives and moderation of pupils' work thus empowering leadership of staff in assessment and planning. Arrangements for RE and collective worship meet statutory requirements. Each of the focus points for development in the previous inspection have been well met despite two changes of head teacher within that time. Links with parents through home school diaries and newsletters are effective in promoting positive relationships. The school appreciates the support offered by the diocese through its consultants and the Bishop's visitor.

SIAMS report October 2015 - Spratton Church of England Primary School, Spratton NN6 8HY