



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Welford, Sibbertoft and Sulby Endowed School

West Street

Welford

NN6 6HU

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Peterborough

Local authority Northamptonshire

Dates of inspection: 9 February 2015

Date of last inspection: December 2009

School's unique reference number: 121997

Headteacher: Michelle Pye

Inspector's name and number: Revd Morey Gompertz 507

School context

This is a small rural primary school situated in the village of Welford on the Leicestershire Northamptonshire border. The majority of children are of White British heritage and come from the villages of Welford, Sibbertoft and surrounding areas. The school roll fluctuates between 90 and 100 and projections suggest this may continue or at best stabilise. Few children are eligible for free school meals. Currently the number of pupils identified with significant educational needs or as vulnerable learners is below average.

The distinctiveness and effectiveness of Welford, Sibbertoft and Sulby Endowed School as a Church of England school are good.

- Motivated by her Christian faith, in which staff and governors support her, the head teacher ensures that the whole curriculum is informed by a distinctive Christian vision.
- The school's Christian values influence its provision in the breadth of opportunities for the spiritual, moral, social and cultural (SMSC) development of its learners.
- All pupils are nurtured and valued so that the teaching of Jesus is mirrored in relationships and all know that God loves them.

Areas to improve

- Demonstrate a greater measure of impact of the school's Christian character on the progress and achievement of all the pupils.
- Redesign the school website to share explicitly the school's distinctive ethos more widely.
- Proceed with the proposed remodelling of an area of the school grounds to provide a peace garden for quiet reflection as suggested by the school council.

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

Parents, staff and governors describe the positive impact which the school's Christian values have on its life and work. The Christian character of the school is explicitly articulated in documentation. Staff, pupils and governors recognise its influence on the care given to the learning and wellbeing of every individual especially the vulnerable. Data shows that standards are in line with national averages. Pupils make good progress during their time at the school especially in reading. Current data shows that the progress of all pupils is continuing to improve. The very high level of attendance and lack of exclusions are largely attributed to the positive encouragement, and high behaviour expectations of all members of the school's Christian community. Relationships in the school are good and are strengthened by the conscious provision of many opportunities for collaborative mixed age activities, and encouragement for Christian values of forgiveness and love. The school provides a rich variety of opportunities for the SMSC development of the learners. Expressions of pupils' views and thoughts in art, poetry and prayer are evident throughout the school. Pupils and adults speak openly of the difference made by their Christian faith. Pupils have many opportunities for prayer and reflection during the school day as a result of their participation in collective worship, and when using the special reflective areas in each classroom. Visits and visitors broaden the range of understanding of diversity offered to the pupils. Religious Education (RE) activities challenge pupils to see Christianity as a world faith but also encourage respect for those of other views. Governors, staff and pupils have refined the school's initial set of values so that they are of a distinctively Christian character. Pupils identify these as those seen in biblical teaching and the life of Jesus. These underpin the school's clear behaviour policy. The culture of encouragement and the constantly affirmed knowledge that God loves them enables pupils to be quietly self confident.

The impact of collective worship on the school community is outstanding

Its careful planning and level of resourcing evidence the importance of worship in the life of the school. Pupils are enthusiastic about collective worship recognising its relevance to their lives and to that of the school community. They clearly identify its regular strands of teaching, quiet reflection, prayer and singing, and talk about the links between its biblical teaching and their lives. Pupils express appreciation of the different kinds of worship offered, enjoying the contribution made by local clergy and representatives from St Mary's Church. They recognise the value of celebrating special festivals both of the Christian faith and other major faiths. They talk about the different seasons of the church year and especially enjoyed the recent Candlemas service. Pupils articulate the relevance of traditional prayers, particularly the Lord's Prayer, and the Grace which they know by heart. Pupils also write prayers themselves to share in acts of collective worship, at lunch times and the end of the day. Age appropriate teaching about the Trinitarian nature of the Christian faith is explored and, although pupils admit it is hard to understand, they say that 'it helps us to think about what it means when we say the Grace in worship.' The pupils' knowledge of the Bible evidences its regular use in RE and collective worship. The school has excellent relationships with St Mary's Church and the local community, and pupils describe enthusiastically their participation in Easter and Christmas celebrations. Development of links with an international school in Uganda enables pupils to develop a greater understanding of worldwide Christianity. The pupils respond readily when they are made aware of the needs of others supporting local, national, and international appeals. Prayer and reflection stations are evident in every classroom. Pupils' contributions in poems, thoughts and prayers demonstrate their regular use throughout the school day. Pupils and staff are involved in the planning of worship, and take responsibility for its development as monitoring reveals the need for improvement. Pupils particularly appreciate class led worship when they work with adults to link it with the Christian value currently being explored.

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

The head is a quiet but inspirational role model, and motivated by her Christian commitment has secured the support of governors, staff and parents to realise her vision of the school with explicitly Christian values. The leaders' determination to maintain the Christian character of the school is reflected in appointing the maximum number of foundation governors. The impact of the school's Christian character is a regular agenda item at governing body meetings resulting in its ongoing evaluation and strategic planning. The governors' determination that the Christian character of the school should be obvious to all is fully supported by parents as evidenced in the response to a recent parental survey. Governors' minutes demonstrate the importance placed on pupil progress, professional development of staff and curriculum initiatives. The regular information updates they receive help them to hold the head and staff to account by their informed questioning and insightful self-evaluation. The priority given to high quality provision of RE and worship is reflected in the governors' allocation of resources and training for staff to enable good practice in both areas. Effectiveness of partnerships with church schools in the area is evidenced by leadership cover given to a neighbouring school during the maternity leave of its head teacher. The school values the substantial support given by the local church and the contribution made in worship and pastoral care by its members. The school appreciates the support offered by the diocese. Christian values inform the high expectations of pupil achievement and responsible behaviour, and the fact that pupils talk about these as 'part of our school' is evidence of their impact. As experiences are shared with new pupils moving into the area from other schools, pupils recognise and appreciate the Christian distinctiveness of opportunities they receive to further their SMSC development. Regular reviews of school policies and documents are carried out to ensure that the Christian vision remains paramount. The school has identified the need to review its website in order that its distinctive Christian character is more explicit and therefore more widely known.

SIAMS report February 2015 Welford Sibbertoft and Sulby Endowed school, West Street, Welford, Northamptonshire. NN6 6HU