

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Frances Olive Anderson Church of England (Aided) Primary School			
Address	The Grove, Lea, Gainsborough. DN21 5EP.		
Date of inspection	02 March 2020	Status of school	Voluntary aided primary
Diocese / Methodist District	Lincoln	URN	120625

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

Lea Frances Olive Anderson Church of England Primary is a primary school with 180 pupil on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The leadership structure of the school has changed significantly since the last SIAMS inspection and the school was graded good by Ofsted in June 2019 following a requires improvement grading in 2017.

The school's Christian vision

Being Different, Belonging Together.

'All of us are Christ's body, and each one is a part of it.'

A place where all are welcomed, accepted and valued as unique pupils of God. As a school community we aim for all to develop wisdom, resilience, hope for the future, a sense of self-worth, to flourish - so to aspire to be the very best we can be, and to enable us to serve others.

Key findings

- The school community has worked collectively to establish a Christian vision which reflects the local context well and can be articulated by all. This vision permeates all day to day aspects of school life.
- The school works tirelessly to ensure that all are valued and treated with dignity and respect. The strength of relationships means the school community is one where all live well together and this contributes significantly in removing barriers to learning.
- Teaching and learning in RE is good. Pupils demonstrate an informed and respectful understanding of religions and worldviews. RE is monitored well against the school vision.
- Partnership with the Diocese is a strength, in particular in the development of RE.
- Pupils enjoy the opportunity to plan and deliver collective worship but are yet to be fully involved in the evaluation process or able to recognise the impact it has on their daily lives.

Areas for development

- Increase pupil engagement in collective worship so that they all value and can readily articulate the impact it has on their daily lives.
- Further develop the role of governors in monitoring of the school's distinctive Christian vision on the daily life of its community, particularly collective worship.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The school's distinctive Christian vision, which is guided by biblical narrative, is promoted by leadership at all levels and staff, governors, pupils and parents all speak with ease of their sense of belonging. The vision is embedded and lived out by all those associated with the school. It is communicated clearly to all throughout the environment, on the website, via the weekly 'Snippets' and in daily interactions in and around school. It has been pivotal in giving all those involved with the school the ownership of the school's self-improvement journey as they collectively strive to be the best they can be.

The headteacher has invested of herself significantly in the ethos of the school and has built a strong, distributed leadership model in which everyone is committed to removing barriers to learning so that all can flourish. All leaders have worked tirelessly to raise the profile of the school as a church school. Governors regard themselves as 'Custodians of the Christian ethos' and are actively engaged in the daily life of the school. A governor meets regularly with the school council and another has had her dog Mia trained to be the school's PAT dog; together they are regular visitors in school. Current monitoring arrangements, including reports presented about the quality of teaching and learning in RE, learning walks and pupil interviews, assure them that the school is a good school. The limited gathering of views means leaders and governors do not yet have an accurate view of how worship makes an impact. This is needed so as to inform future planning and professional development.

The school places emphasis on wellbeing and creating a safe environment where all feel supported and can achieve. Significant support is offered to both pupils and staff at the point of need and parents, staff and pupils speak very highly of this. Teachers and teaching assistants invest time and energy in getting to know the pupils well. The level of support offered means barriers to learning are removed allowing pupils to make good progress and everyone to live well together. All adults in school place great importance on 'valuing the whole child' and as a result of this pupils know they are indeed valued.

Pupils are given many opportunities to view themselves as agents of change. Projects such as those run by the pedestrian and cycling safety group, The Archbishop of York Young Leader's Award, the eco council, the stained glass window art group and the charity work planned by the school council empower the pupils. The sense of responsibility increases their sense of self-worth and enables them to flourish. They recognise they are the future and have confidence in themselves to bring about positive change. Staff are provided with opportunities to flourish through the school's investment in continuous professional development for all.

Pupils understand the importance of disagreeing well. They embrace and celebrate difference and use reflective areas in school to give themselves space to think and breathe when they need to. Pupils speak highly of the school health mentor and teaching assistants who are always ready to listen and support them when they are facing challenges in their personal lives. Parents feel welcomed and included in the life of the school and appreciate the 'strong sense of community'. They know that staff are available and they can approach them with any concerns they may have and work in partnership with the school to resolve them. The school's evergreen behaviour programme is highly regarded as it encourages pupils to make positive choices in the way in which they behave. The emphasis on reflection, forgiveness and reconciliation means that all pupils know they are given a chance to make things right when problems arise and this is helping to build self-awareness and resilience. Everyone shared that incidents of bullying are incredibly rare, dealt with quickly and as a result pupils feel safe in school.

The school's international links with a school in Beirut have provided pupils with the opportunity to explore a different belief and lifestyle first hand and this in turn has deepened their knowledge. Pupils demonstrate an informed and respectful understanding of religions and worldviews. Year 6 pupils particularly enjoyed the opportunity to work together on a joint project with their partner school in the creation of a children's rights alphabet.

Collective worship promotes the school's vision and values. Visits to the local church are planned and visitors are encouraged to be part of worship time whenever possible. The Methodist youth worker leads collective worship on a weekly basis and provides pupils with opportunities to encounter the teachings of Jesus and engage with bible stories. Newsday Tuesday and big questions provide pupils with a safe space to explore issues respectfully, linked to their current focus value. Prayer and reflection is a natural and valued part of the culture of the school. Pupils thoroughly enjoy the opportunity to plan and deliver collective worship but few are able to articulate the impact it has on their daily life or the spiritual dimension of worship.

High quality RE teaching supports the school in achieving its vision. The subject is well led, well-resourced and well supported through strong, established links with the Diocese. High quality training has been offered to the subject leader and this has been cascaded to staff with support given when it is needed. Unit plans ensure planning is well sequenced and inspiring as do the range of teaching styles deployed. A good balance between theology, philosophy and human science is taught and pupils are given some opportunities to engage with religious texts. Pupils appreciate opportunities for first hand experiences like their Hindu workshop and the skype sessions with their partner school in Beirut during Ramadan. Most pupils enjoy RE lessons and are proud of the work they have produced within the subject. They recognise RE provides them with a safe space to explore their own views and that of others supporting their school vision.



The effectiveness of RE is Good

RE is monitored regularly against the school vision using a variety of methods including pupil voice. The subject lead is able to articulate the quality of teaching and learning with confidence as a result of this.

Annual reports are produced for governors. Progress made by pupils, including vulnerable groups, is good and is collated and tracked against end of phase expectations and knowledge organisers. Exemplar materials have been collated as a reference point for staff in assessing pupils' skills.

Headteacher	Sarah Woolley
Inspector's name and number	Sonya Ely