



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Frances Olive Anderson Church of England Primary School

The Grove  
Lea  
Lincolnshire  
DN21 5EP

**Previous SIAMS grade: Good**

**Current inspection grade: Outstanding**

**Diocese: Lincoln**

Local authority: Lincolnshire

Date of inspection: 15 May 2015

Date of last inspection: May 2010

School's unique reference number: 120625

Acting Headteacher: Clare Douce

Inspector's name and number: Ian Robinson 496

#### School context

The school serves the village of Lea and a number of surrounding villages. It is smaller than average and almost all of the 186 pupils are of White British heritage. The number of children with special needs is below the national average. The deputy head is acting headteacher. The school is a member of a collaborative partnership with a number of other local primary schools. Present building work when completed will provide a new classroom and meeting room.

#### The distinctiveness and effectiveness of Frances Olive Anderson Church of England Primary School as a Church of England school are outstanding

- The dedication and commitment of the acting headteacher, senior leaders and staff supports the needs of every child, enabling them to flourish within a secure Christian environment.
- Christian values, which are owned by everyone, make a significant impact on all aspects of the school and inspire children and adults to be the best they can be.
- Collective worship is of a high quality. It inspires learners' positive response and their ability to relate experiences of worship to their day to day lives.
- Religious Education (RE) is of a high quality and well led. It inspires all learners and ensures a growing understanding and respect of Christianity and other faiths and cultures.

#### Areas to improve

- Enable subject leaders to take ownership of their curriculum area to ensure improvements in learners' progress and achievement are maintained and support is given to develop teaching and learning.
- Achieve the RE Quality Mark to ensure that the current high standards in the teaching and learning of RE are maintained and enriched.

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

The schools' Christian heritage is effectively promoted by the staff, clergy, governors and parents, and by its learners. This is evident by the prayer corner and displays around the school. It is also declared and celebrated on the school website and in its documentation. Christian values are deeply embedded in the day to day life of the school. These values contribute to the pursuit of excellence in all school activities within this inclusive family. They are also a factor in the development of the learners' spiritual, moral, social and cultural (SMSC) life. The needs of all learners are met, ensuring all can access the full range of experiences. The school sustains a rich and exciting learning environment where learners feel valued and achieve highly. Learners are encouraged to see themselves as valued members of the school with much to offer to the lives of others. The impact of this on learners is seen as they strive for the weekly award of the Tully Cup which rewards their contribution to the life of the school. Equally, when learners leave the school they add a stone to the school cairn which reminds them that their contribution has added to the life of the school. Data shows that pupils achieve well in mathematics, and the school has implemented new strategies to deal with less strong results in reading and writing. Parents value the Christian ethos of the school. They praise the school's pastoral care and wellbeing and feel that they can share concerns with staff members. Attendance is good and exclusions are rare. Behaviour is exemplary in this school where Christian values are very clearly lived out. The school has links with Beirut and Guadeloupe and also welcomes visitors who follow other faiths. These encounters enhance learners' understanding of their place in the world and richly support their spiritual development. As a result learners are increasingly aware that they live in a multi-cultural, multi-faith world. Learners enjoy RE and enthusiastically respond during lessons. Learners have a well-developed theological literacy. They are able to clearly articulate key Christian concepts such as eternity in their own words, whilst, at the same time, showing respect to those with different views.

### **The impact of collective worship on the school community is outstanding**

Daily collective worship is central to the life of the school community. Learners understand that worship and prayer are important parts of life that extend beyond formal worship times. They speak of valuing the prayer area in the school where they can go to pray, think quietly and leave their prayers on the prayer tree. Collective worship enables learners to reflect on the school values and on issues raised throughout the day. Worship is distinctly of a Christian nature. Themes are based on biblical material, the teachings of Jesus and on the school values. These Christian based values guide learners in the day to day decisions that they have to make in their lives. Learners have a good understanding that God can be seen as God the Father, through the life and witness of Jesus and by the power of the Holy Spirit in lives today. Collective worship also respects the traditions of other religions and cultures which help those present learn about and from other world faiths. Learners speak of enjoying worship and being able to apply the themes and values explored to their day to day lives. They value the wide variety of worship leaders. The positive impact of collective worship can be seen through learners' enthusiastic response to questioning and through their willingness take part in discussions. Learners' understanding of the special nature of worship is seen in their calm response at times for silent prayer and reflection. Their singing and the use of the school prayer and the Lord's Prayer adds much to the spiritual dimension of the occasion. Worship is accessible to learners of all abilities and beliefs. It provides an opportunity for learners to consider spiritual and moral issues and explore and develop their own beliefs and spirituality. On special occasions, worship takes place in the parish church and pupils, parents and members of the local community value these occasions. At times learners attend a Eucharist service in the church and at other times, members of the congregation attend a Eucharist in the school. This involvement highlights the close relationship between school and church. It also enables learners to have a good understanding of Anglican belief and practice. Worship is seen as an important part of school life and meetings of the school's pupil council and of the governing body begin with prayer. Collective worship is effectively recorded, monitored and evaluated. Pupils and governors play a

significant role in this process.

### **The effectiveness of the religious education is outstanding**

RE is valued and resourced as a major component of the whole school curriculum. The curriculum leader has a high level of expertise and subject knowledge and is ambitious in her drive to improve the quality of teaching and learning. Staff are provided with good support to improve their delivery of RE. Teaching is consistently good or better. There is a rigorous system of monitoring and evaluation in place and the evidence gathered is used to improve the provision of RE and plan for improved pupil progress. High quality teaching captures learners' interests and as a result, inspires learning. Standards of attainment are in line with national expectations and all groups make at least expected progress. Learners speak of enjoying RE and respond well to a variety of teaching styles. Good examples of high level outcomes include writing the accounts of the three magi in text language or producing a Facebook page for St. Bernadette. Links are made between RE and the school values, particularly through the teaching of Christianity. These values for life are embedded across the whole school curriculum which positively impacts on learners' SMSC development. Learners are able to make links between school values, Bible stories and how these impact on their daily life. The experiences offered by the school's links with other countries and visitors to the school are used to inform, understand and develop a respect for the beliefs and practices of other major world faiths. This helps prepare learners for life in a multi-cultural world. Learners say RE helps them think about things and people in different ways. In order to celebrate and further improve the provision of RE, the school is in the process of working towards gaining the RE Quality Mark. This undertaking is contributing to the continued provision of high quality RE and giving teachers the confidence, ideas and skills to develop their practice.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

All levels of school leadership have a clear understanding of how Christian values permeate the whole life of the school and of how these are promoted and lived out. Leaders place great emphasis on the pastoral support and care offered to all members of the school community who in turn recognise that they are valued and respected. This focus on the wellbeing of learners is appreciated by parents who speak of a school going the extra mile for their children. All staff members understand what they need to do to raise standards of teaching and learning and the leadership provides well for continual professional development. The school has a programme of training newly qualified teachers. Experienced teachers are enabled to develop their skills in order to further their career in this and in other school settings. The acting headteacher and governors are encouraging curriculum leaders to take ownership of their subject area. This is leading to improvements in learners' progress and achievement. The church school distinctiveness committee ensures governors are fully engaged in monitoring and evaluating the work of the school as a church school. This is a development since the last inspection. Collective worship and RE are given a high priority in the school and both are well resourced and developed. As a result learners enjoy both and are able to make links to all aspects of life, which enhances their SMSC development. School leaders widen learners' understanding of local, national and global communities through links with Beirut and Guadeloupe, visiting speakers and neighbouring schools. There are strong links with the parish churches in the area which enable learners to gain a good understanding and experience of Anglican worship and tradition. Leaders have successfully implemented the recommendations made in the previous inspection report.

SIAMS report May 2015 Frances Olive Anderson Church of England Primary School, Lea, Lincolnshire DN21 5EP