



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Great Massingham Church of England Primary School

Weasenham Road,
King's Lynn.
PE32 2EY

Previous SIAMS grade: Satisfactory

Current inspection grade: Good

Diocese: Norwich

Local authority: Norfolk

Dates of inspection: 3 November 2015

Date of last inspection: 5 October 2010

School's unique reference number: 121087

Headteacher: Ann Beardall

Inspector's name and number: Marion Betts 220

School context

Great Massingham is a very small school of 39 pupils aged 4 to 11 years, taught in two mixed age classes. The school serves the village and surrounding areas. All pupils are of White British heritage. The percentage of pupils eligible for free school meals is above the national average. The church is near the school. The senior leadership and half of the teaching staff have changed since forming a partnership with a nearby church school two years ago and in September 2015 the two schools federated under one governing body.

The distinctiveness and effectiveness of Great Massingham School as a Church of England school are good.

- Pupils know and understand the school's Christian values which impact well on their attitudes, behaviour and actions and effectively influence their personal, spiritual, moral and social development.
- A very strong emphasis on respect and responsibility for the well-being of all within the school community ensures pupils and staff feel valued and well supported.
- The leadership of the headteacher is very effective in promoting a Christian vision which underpins all policy and practice, so enhancing the church school distinctiveness.
- Strong and improved links with the local church, its clergy and congregation

explicitly communicate to the community the school's church school distinctiveness.

Areas to improve

- Develop the monitoring of collective worship and church school distinctiveness to include seeking the views and opinions of pupils so that they are fully involved in influencing future developments of the school as a church school.
- Provide opportunities to involve pupils in planning and leading group or whole class collective worship using their own ideas so that they take more ownership of this important activity.
- Plan worship to include a pause for reflection on the worship message so that pupils have an opportunity to think through their personal response.

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

The school's expectations for all are built around the Christian values which are well known and understood by the school community who strive to achieve and demonstrate these in their relationships with each other. The school is characterised by praise used effectively and a positive sense of well-being. The values are overtly linked to bible stories which identifies to adults and pupils that they are specifically Christian values. The core values of Respect and Responsibility towards others are exemplified by pupils who work within classes that cover three or four year groups, and who demonstrate patience, encouragement, help and making allowances for each other's different working speeds and ideas. One pupil said that as God has respect for them, they should respect each other. Staff promote the school's Christian values especially when encouraging pupils to make the best behaviour choices. Hence pupils understand well the need for reconciliation and forgiveness. Pupils appreciate the care and encouragement they are given to succeed with their learning, as well as the time given by staff, especially by the headteacher, to help resolve any personal problems. Pupils who have displayed one of the Christian values are recognised during "Special Mention" assembly to which parents are invited. All pupils make at least expected progress during their time in the school with an increasing number attaining higher levels. Disadvantaged groups of pupils also achieve well because they are given appropriate academic and pastoral support by experienced staff. Each child is known well by all staff and their special interests used to the advantage of all. One child contributed her knowledge of wolves and their habits to the story of St Francis. Pupils recognise the Christian value of Compassion in their fund-raising activities for local and global charities. Pupils are given opportunities to respond to the natural world around them and volunteer to care for the school garden. These factors all demonstrate that the Christian values promoted in the school support well pupils' personal, spiritual, moral and social development. Pupils are interested in learning about diverse cultural communities and other faiths and have established links with pupils in China. They have not yet studied the Christian church at diocesan or global level. Religious education (RE) has a high profile in school exemplified by the headteacher taking the leadership of this subject and by the opportunities which allow pupils to express their own ideas and values in the RE's enquiry based approach. This develops pupils' debating skills which

are demonstrated by their growing confidence and depth of thought in expressing clearly their views and opinions. In this way RE contributes well to the Christian character of the school.

The impact of collective worship on the school community is satisfactory

Collective worship (CW) is regarded by pupils as a special part of each day and as the main way the school affirms its values. CW themes also cover recent news events and follow the Church year. The week of the inspection followed All Saints Day. The lives of various saints were connected very well to the school's Christian values and pupils explained which value they thought the saint exemplified. A variety of bibles are displayed on the focus table and bible stories are often used to illustrate the value. Pupils told the inspector bible stories they had heard during CW and described the values the main character displayed such as the courage and trust of Daniel who entered the lion's den. Pupils therefore understand the Christian basis of the school's values. For the main Christian festivals, school partnership and leavers' events the church is used for worship. Through these services and the regular CW leadership of the vicar, pupils are becoming aware of Anglican practice and tradition. Daily worship planning does not at present give pupils opportunities to reflect on the message, so allowing them to give thought to its application to their own lives and actions. Pupils greatly appreciate Tuesday Newsday when they have the opportunity to discuss and think about other people's lives beyond their own. Apart from their roles at church services and preparing the CW environment, pupils are not yet involved in planning or leading worship. For the church services and lunchtime grace pupils take an active role in writing and delivering prayers. Recently they have displayed their prayers of thanks, requests or thoughts and in this way are beginning to understand the various purposes of prayer within a Christian community. Pupils are attentive in CW and respectful during prayers. They know the Lord's Prayer well. Pupils articulate clearly their learning about God and Jesus but are less familiar with the part the Holy Spirit plays in Christian belief. Pupils experience different styles of worship leadership through CW delivery undertaken by all staff and by visiting Christian leaders and groups. Pupils appreciate visual presentation of puppets or artefacts to further engage their interest. CW is monitored by senior leaders and governors but the impact of the worship on pupils as well as discovering their views and opinions about this activity are not yet part of this evaluation.

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

Following the partnership agreement, the school's Christian distinctiveness has been given a much higher profile than previously. Both the headteacher and governors articulate a clear Christian vision that promotes pupils' achievements in both academic and personal aspects of their lives. All staff are fully supportive of this vision, work well together and feel valued by the praise they receive from the leadership, for their example in this Christian community. The headteacher has implemented her strategic plans to facilitate staff to share their expertise across the two church schools and a joint service for both school communities took place at St. Mary's church, Great Massingham. Governors are fully supportive of the school's church foundation and contribute additional activities for its promotion. For example during last Lent the foundation governor challenged pupils to complete a Lenten activity each day and

praised the progress of pupils' achievements during this project. Governors and the school leadership ensure RE & CW meet the statutory requirements and monitor these activities. Pupils do not yet play a role in formally evaluating CW or other aspects of the school as a church school. The foundation governors and headteacher have undertaken diocesan training for their roles in a church school and pupils are involved in cathedral days. In these ways the school has good links with the diocese and were appreciative of the diocesan support available during the changes in the school's status. The school has made good progress with the development issues from the last church school inspection. Governors have further improved the Christian character of the school by strategically planning to only consider partnership with another church school to ensure the distinctiveness remains. Recently this has been further cemented by the creation of only one governing body for the two schools with an ability to draw on one another's strengths for the mutual benefit of all. Governors have supported the future leadership in church schools by appointing an assistant headteacher to enlarge the federation's leadership team and to give the headteacher support relating to church school issues across the two schools. Parents are far more aware than previously of the school's Christian status which has been more consistently reinforced to new parents by the invitation of them and their pre-school children to the school's special church services. The school has developed close and positive partnerships with parents who appreciate the approachability of staff and of the prompt help they receive with any difficulties. The school has a close and improved association with the church through the regular involvement of the vicar and other members of the church congregation, for example a retired clergy member undertakes the co-ordination of the school gardening club. The partnership with the church is understood by the local village community as a high priority distinctive feature of the school.

SIAMS report November 2015 Great Massingham C of E Primary School. PE32 2EY