



National Society Statutory Inspection of Anglican and Methodist Schools Report

Croxton Kerrial CE Primary School

School Lane
Croxtton Kerrial
Grantham, Lincolnshire
NG32 1QR

Previous SIAMS grade: Outstanding

Current inspection grade: Outstanding.

Diocese: Leicester

Local authority: N/A

Dates of inspection: 12th June 2015

Date of last inspection: 9th March 2010

School's unique reference number: 140317

Headteacher: Anne Harvey.

Inspector's name and number: Kathryn Allsopp

School context

Croxton Kerrial Church of England school serves the village of Croxtton Kerrial and four surrounding smaller villages. The headteacher has been in post since 2010. There are currently 73 learners on roll, who are from a White British background. The proportion of disadvantaged learners and those with SEN is below the national average. The school is a member of the Leicester Diocese Academies Trust, becoming an academy on 1st November 2013. It has recently formed a partnership with St Peter's VA Primary School, Wymondham.

The distinctiveness and effectiveness of Croxtton Kerrial as a Church of England school are outstanding

- The strong leadership of the headteacher is based upon a clear Christian vision and ensures all learners achieve academically and personally.
- Christian values are firmly established and impact on all aspects of the school's work and the school community.
- Church and school links are excellent and benefit the children, their families and the wider community.
- The school works in close partnerships with parents.
- Leaders have made positive decisions to ensure the future of this church school.

Areas to improve

- Develop the governors' understanding of the link between the school's Christian vision and pupils' learning, to enable them to challenge the school further.
- Use the newly formed and existing partnerships to develop RE and collective worship to extend learners' understanding of other Christian traditions.

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

The school's strong Christian vision to 'inspire a love of learning' using Christian values and building a relationship with God, is understood and valued by all and is said to make 'Croxton a special place'. Christian values are evident in all aspects of the school's work and all members of the school community describe the significant impact they have upon behaviour, relationships and achievement. One parent reported Christian values 'are really being lived out in this school'. Learners are able to describe the way that Christian values affect their decisions at school and beyond the school day. Behaviour is outstanding and children treat each other with respect and care. Attendance is very good and leaders report 'children love learning, they want to be in school'. Learners also benefit from a high level of care, close monitoring and rewards that support their good attendance. This is a school where 'children feel valued' and the needs of all learners are well met. Staff know their pupils well, they pay particular attention to individual needs and work closely with parents and outside agencies. As a result the attainment and progress of all learners is good when compared to the national picture. Learners benefit from a rich curriculum including worship, visits, visitors, the arts, sporting activities and charitable work. During the inspection governors described the impact of a residential visit where Christian values were evident; parents described a recent inter schools sports day and the care and support children had shown towards each other. The school council plays an active part in the life of the school with learners taking responsibility for charity work, caring for the school grounds and preparing for worship. This, together with high quality collective worship and RE, contribute to the spiritual development of all learners, enabling them to describe their feelings and ideas clearly. Strong relationships between members of the school community are a great strength of the school and are attributed to the school's Christian values being embedded in all aspects of its work. Parents value the care and concern shown for each child and for the whole community, describing it as 'family like'. Pupils state 'our school is a peaceful school, we are all friends.' Learners enjoy RE and standards are good. They are able to describe the church year and stories from the Bible, saying 'it teaches us to do the right thing'. They understand that Christianity is a multi-cultural world faith having met Christians from China and Africa. They demonstrate cultural awareness and respect as a result of work on different religions as well as visits to different places of worship to address development points from the last inspection. They state confidently 'just because we are different, doesn't mean we can't be friends'. The school has developed links with schools in France and is building on links with Africa.

The impact of collective worship on the school community is outstanding

All stakeholders attend collective worship regularly and value it saying 'it brings us together as a community'. All members of staff, the local incumbent and pupils lead worship. Learners enjoy worship and are fully engaged throughout. They are keen to contribute, listen with respect and answer questions in an open and thoughtful manner. Relationships in the school are excellent and all members of the community attribute this to the school's Christian values and to collective worship. Worship is Christian in nature; it is skilfully planned using the Diocesan Board of Education's themes, Christian values and special events from the Christian calendar. This makes it relevant to learners personally and learners say it helps them distinguish between 'the good ways and the bad ways of life'. It is also used to develop their 'theological knowledge'. Children speak knowledgeably about the Bible, constantly relating it back to their own lives: 'God's commandments teach us not to think about ourselves so much, to think about others'. They recall Bible stories and relate them to Christian values explaining 'the man had to trust the Good Samaritan'. They demonstrate concern for others in school explaining that they have learnt sign language to help children in their school. There are also many examples of charity work chosen by the 'Charity representatives' 'to help people who need help' such as raising money for the local hospice. Learners recognise the importance of prayer in their lives describing it as a way of saying 'thank you to God' or 'asking for help'. During worship, prayers are said including the Lord's Prayer, the school prayer and a prayer relevant to the theme. Children are offered the chance to say a personal prayer and many volunteer to share a prayer,

which may be pre-prepared or spontaneous. Children also write their own prayers and they explain that prayers can be said anywhere including the reflection area and worship garden. They can describe the life of Jesus and understand his importance to Christians as a 'teacher', they regularly ask 'what would Jesus do?' or "WWJD" to help them think about how to behave or deal with a problem. They understand the term Trinity and explain 'God's the father', Jesus is his son and the 'Holy Spirit is around everyone to help us', 'it's like three people'. Children take responsibility for preparing the village hall for worship each day. They also take responsibility for writing and leading services in the church. Children have regular opportunities to worship in the church during the school year. Members of the school choir attend Sunday services at the church once a month and have also sung at Leicester Cathedral during the Diocesan Board of Education's Advent service. Monitoring and evaluation of worship is rigorous and involves all stakeholders. Feedback on the impact of worship from pupils, staff and parents record the importance and impact of worship to them personally and to the school community. Governors attend worship regularly and the ethics and standards committee consider the findings of monitoring. Findings have led to further in-service training for staff, which has impacted upon the staff's ability to relate worship to the children's everyday lives.

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

The headteacher has a strong Christian vision, based upon Christian values and biblical teaching. All staff and governors share this vision, stating the headteacher 'personifies the Christian values' and as a result the Christian vision underpins all aspects of the work of the school. The school mission statement clearly describes the school's commitment that every 'child should develop intellectually, spiritually, physically and emotionally' and 'to achieve their full potential'. The school has a strong commitment to the well-being of the whole school community. A fine example of this was its proactive approach to providing pre-school and after school care called 'Penguins' when the previous care stopped suddenly due to tragic circumstances. It also provides excellent opportunities to promote the wellbeing of individuals. Learners enjoy school and their parents are full of praise for the school, they feel that their children are well cared for and nurtured. One parent remarked 'I can't put into words my reaction to this school, you feel it as soon as you walk in'. They feel valued and included in their children's education. The headteacher provides strong leadership and has evaluated the school's Christian distinctiveness accurately with staff and governors. She ensures that all staff are good teachers committed to the development of each child in its widest sense. All stakeholders are involved in evaluating the work of the school. Governors have a clear idea of the impact of the Christian character on the personal development of learners but they do not confidently link it to standards of achievement. The headteacher is the co-ordinator for collective worship and for RE, both have high status in school, and meet statutory requirements. RE is well led and managed and provision is relevant to the learners. The local incumbent plays an active part in school life, leading worship, contributing to RE lessons and as a governor. The learners know her well and feel confident to ask her deep questions about faith and life. Church, school and community links are very strong, with the school using the church building and pupils, including the school choir, attending Sunday services regularly. This relationship is mutually beneficial with greater numbers of families choosing to attend church services and this contributes to learners' personal development. Leaders are committed to the school's Church distinctiveness for the future. Since the last inspection the school has joined the Leicester Diocese Academies Trust and the headteacher is a member of the Board of Education. More recently the school has joined in a collaborative partnership with the primary school in Wyomondham. Governors recognise the many opportunities this offers and their Christian responsibility for others saying 'it is important to support that school community and to build ours'. Leaders recognise that this partnership will enhance provision and the two RE coordinators are already working together.

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