



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Sir John Moore CE Primary School

Top Street
Appleby Magna
Derbyshire
DE12 7AH

Previous SIAMS grade: Outstanding

Current inspection grade: Good

Diocese: Leicester

Local authority: Leicestershire

Dates of inspection: 25 September 2015

Date of last inspection: 23 September 2009

School's unique reference number: 120192

Headteacher: Tamar Carpenter.

Inspector's name and number: Kathryn Allsopp 836

School context

Sir John Moore Church of England school serves the village of Appleby Magna and takes pupils from the surrounding area. The headteacher has been in post since 2013 and many of the teachers have joined the school since her appointment. There are currently 141 learners on roll, who are mainly from a White British background. The proportion of disadvantaged learners and those with special educational needs is below the national average. The school is set in a Grade I listed building, which is over 300 years old and managed by the school's historical foundation.

The distinctiveness and effectiveness of Sir John Moore CE Primary as a Church of England school are good.

- The Christian ethos is clearly expressed and ensures all learners achieve academically and personally.
- The provision for religious education (RE) is strong and achievement is good or better for the majority of learners across the school.
- Learners have a good understanding of prayer and reflection and how they can use them in their own lives.
- Church and school links are strong and benefit the children, their families and the wider community.

Areas to improve

- Ensure all members of the community understand the school's Christian values and the impact upon their lives.
- Use collective worship and RE to develop further all learners' understanding of key Christian concepts.
- Ensure all members of the governing body are involved in monitoring the school's Christian distinctiveness and therefore understand the explicit link between pupils' learning and the school's Christian character.

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

Sir John Moore's is a warm and friendly school with 'a sense of family'. The school is proud of its Christian ethos, describing itself as 'a Christian school, developing confident, caring children'. Christian values are implicit in the life of the school. Three Christian values have been explicitly identified by leaders to focus upon but these have yet to be shared with learners. The school has high expectations and there is a strong emphasis on personal achievement within school and out with children being given a 'chance to shine each day'. Standards are high and all children make good progress from their starting points. Staff know their pupils well and vulnerable children are identified quickly and individual programmes put into place. Parents state 'individual needs are met, specific skills encouraged and help given to those who need it'. Behaviour is good, children are polite and treat each other with respect and care. They understand rules for behaviour but are not always able to link them to biblical stories or Christian values. Attendance is very good because of 'the circle of care', the supportive approach shown towards individuals and their families based upon a clear understanding of each child's unique needs. Learners benefit from a rich curriculum including the arts, sporting activities and charitable work. Collective worship and the teaching of RE are well structured and planned. They include Christian teaching and visits to places of worship and knowledge of diversity. Since the last inspection the school has worked to develop opportunities for reflection using its beautiful grounds and reflection corners. These contribute to the spiritual development of all learners enabling them to describe their feelings and ideas clearly. Parents value the 'caring nature of the school' and the partnership they enjoy.

The impact of collective worship on the school community is good

Pupils clearly enjoy collective worship, stating that they 'learn about God and have time to think about him'. Worship is Christian in nature and is based upon the Diocesan Board of Education's themes, which include a focus on Christian values. All members of staff and the local incumbent lead whole school worship and older children are increasingly taking the lead in class worship. Learners are said to engage fully in worship; they listen attentively and participate when invited. In the celebration assembly observed they were enthusiastic and demonstrated care and support towards each other by clapping when their peers received awards. Learners explain that during collective worship 'they learn to thank God'. Learners are able to recall bible stories used during worship but they find it hard to explain how this guides their lives. They also find it hard to give examples of the Christian values found in different bible stories. Leaders are aware of this and plan to introduce values explicitly this academic year to address this. Learners demonstrate concern for others and there are many examples of charity work such as the well-supported 'Macmillan' coffee morning held on the day of the inspection. Learners recognise the importance of prayer and use it 'when we want to talk to God'. Learners have been taught 'the prayer drill', a series of actions to prepare them for prayer. They are proud of the lunchtime prayer and the school prayer, which was written by year 5 and 6 pupils. During worship, learners are given the opportunity to say their own prayers and many take this opportunity, describing them as a way of thanking God, asking for his help or saying sorry. They also describe praying at home and using the reflection areas, as 'God will always be there'. They can describe some aspects of the life of Jesus saying 'he tried to help others'. They are familiar with the term 'Trinity' and have some understanding of 'the Father, the Son and the Holy Spirit'. Children take responsibility for preparing the hall for worship. They have some understanding of the liturgical colours and know that the colours change throughout the year. Learners are able to describe the main Christian festivals. Parents enjoy joining pupils at services at St Michael's church describing it as 'something magical'. Some pupils also join the church congregation at their Christingle service. Governors are invited to attend church services and the newly formed Christian Distinctiveness committee are involved in systems of monitoring.

The effectiveness of the religious education is outstanding

Religious Education is given a high profile within the school and has been developed further since the last inspection. Achievement is good or better for the majority of learners across the school. Learners enjoy RE, which is based upon the Leicestershire agreed syllabus. They benefit from teaching, which is rigorously monitored and shown to be consistently good and often outstanding. Teachers' subject knowledge is secure and lessons are well planned. Assessment is embedded within the school and is used effectively to track pupil's progress and to meet their needs. Lessons are interactive, use a wide range of excellent artefacts and photographs to interest learners and include working outdoors. Tasks are challenging and a good example of this is the use of 'choice sheets' that allow learners to choose differing ways in which to present their work. The school works hard to provide opportunities for learners to experience and understand other major world religions through first hand experiences. These include trips to other places of worship, talking to visitors, using artefacts and the internet for research. They are also developing a link with a multi cultural school in Leicester. As a result children engage fully in their lessons and they are able to reflect and talk about their own personal experiences and feelings. They are achieving a strong understanding of Christianity and the other major world religions and to make links between faiths. Leadership of RE is shared between the headteacher and a senior leader. They have both attended high quality training and cascaded it to all teachers. They monitor the subject on a regular basis using a range of strategies and the support of external consultants and the newly formed Christian Distinctiveness committee. As a result they have a robust understanding of the strengths and areas to improve.

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

The headteacher has a strong Christian vision shared by staff and governors. Together with senior leaders and the newly formed Christian Distinctiveness committee she has evaluated the school as a church school and has a good understanding of areas for development. She has already worked with staff and governors to develop a new curriculum vision statement which states the curriculum develops 'our school's Christian values promoting creative, confident, caring Christian children with a respect for God, compassion and service'. This is communicated through displays and the school website but work to share it with learners, their parents and the wider community has not yet started. The headteacher shares the role of co-ordinator for collective worship and for RE and together they ensure that provision is relevant to the learners. They have benefited from professional development led by the Diocese and the RE co-ordinator also attends regular network meetings. Christian distinctiveness has also been included in performance management targets and as a result the quality of teaching and learning in RE has improved. All areas identified from the last inspection have been fully addressed with improved outcomes for learners. Collective worship and RE meet statutory requirements. They are both contributing to learners' understanding of Christian values but as yet children are not able to relate this to their own lives. Staff work hard to build strong supportive relationships with parents. Parents feel confident to talk to staff with any concerns knowing 'issues will be resolved in a proactive way'. The school enjoys good relationships with all members of the school community. Parents value the church services and assemblies they are invited to with one parent stating the Christmas service 'reminds them of the true meaning of Christmas and impacts on the whole family'. They appreciate the way in which the school works with the wider community such as working with the church to provide harvest baskets for the elderly. There are strong links between the school and St Michael's church and an example of this is the page on the school website describing the relationship between the two. The incumbent is actively involved in the life of the school and has helped the school to identify three Christian values on which to focus based upon her monitoring. The school has chosen 'reverence, compassion and service' so that children will be 'looking up, looking in, and looking out'.