



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Edwinstowe St. Mary's Church of England (Voluntary Aided) Primary School

Paddock Close
Greendale Avenue
Edwinstowe
Mansfield
NG21 9LP

Previous SIAMS grade: Good

Current inspection grade: Outstanding

Diocese: Southwell and Nottingham

Local authority: Nottinghamshire

Dates of inspection: 12 March 2015

Date of last inspection: 10 February 2010

School's unique reference number: 122798

Head of school: Nicola Monks

Inspector's name and number: David Shannon 617

School context

St Mary's is a smaller than average primary school, with 114 pupils on roll. The proportion of disadvantaged pupils is significantly below average. The school has a small number of pupils with challenging special educational needs. The current head of school has been in post since September 2006. The school takes children from the ex-mining village of Edwinstowe and its surrounding area.

The distinctiveness and effectiveness of St Mary's as a Church of England school are outstanding

- The school's ethos fosters strong academic results, through tailoring learning to the needs of each child as of amazing worth in the eyes of God.
- Christian values are promoted by all adults, enabling every child to flourish in a school where obstacles to learning are removed by exciting teaching.
- Collective worship is central to school life, so it enhances every aspect of it.
- The headteacher provides a strong Christian vision for the school, so this underpins all it does.

Areas to improve

- Develop the role of the governors in analytical monitoring and evaluating of religious education (RE) and worship, so as to inform the school's development planning effectively.

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

The explicit Christian values at St. Mary's empower learners at all levels, so that in 2014 pupils

secured SAT results above average in both reading and mathematics. The dedication of the staff, regarding each pupil as special and unique, results in all pupils trying their hardest with their work. The teachings of Jesus on forgiveness, compassion and acceptance of others actively promote spiritual, moral, social and cultural development and are evident in exemplary behaviour. Relationships between staff, children and their parents are excellent, based on Christian love and care, consequently attendance is good throughout the school and exclusion unheard of. Christian compassion enables vulnerable pupils to flourish, while all pupils display reconciliation and forgiveness at work and play. RE contributes strongly to the whole school curriculum and reinforces the teachings of Jesus in all aspects of school life. Much work has been done on world faiths, so that pupils are respectful of the views of others including those with no faith. The children have learned about world and poverty and are very aware of differences between rich and poor countries. The school's emphasis on Christian stewardship of creation stimulates them to improve their world, whether by supporting Red Nose Day, the Food Bank, or the Christmas shoe box appeal. The school awards system promotes both hard work and taking care, so that pupils and staff reinforce the affirmation of each other in a FAB time each Friday. Awards are celebrated in Friday collective worship and all pupils feel able to secure an award if they give of their best.

The impact of collective worship on the school community is outstanding

The collective worship programme is recognised by all as central to school life. Pupils gather quietly and sit where they wish, so that the concept of school as a family is reinforced. The programme is distinctively Christian, promoting core Christian values, which link with the school's visions and expectations prominently displayed near the rainbow cross in the entrance hall. Learners readily engage with worship with all staff and pupils singing with expression, carefully listening or keenly participating in discussions about the challenging questions asked. Year 6 enliven worship sessions with drama based on friendship or Christian love, so that collective worship is both reflective and fun. Personal spirituality is fostered through an emphasis on individual prayer, with a reflective place both in the main hall and all four class areas, offering opportunities for children's prayer requests. Pupils have a clear understanding of the purpose and nature of prayer, using many opportunities throughout the school day. Themes in worship do not duck challenging issues, and parents testify to these stimulating their own dormant spiritual life when discussed at home. Collective worship is predominantly Bible based and pupils are familiar with Old Testament stories. However, the thoughtful collective worship programme highlights the teachings of Jesus, His special nature, the Trinity and the cost of discipleship, so pupils are confident in their faith and outgoing about it. Pupils contribute to evaluating their school's Christian dimension by discussing the RE and collective worship displays and activities regularly with staff and visitors. Each class has its own symbol which sits proudly at the front as they work and worship. Pupils describe countless occasions when the theme of collective worship has affected their conduct at school and at home. The incumbent at the Parish church regularly leads worship both in school and in church for key festivals and special occasions, developing awareness of the Anglican church year. He supports the office manager in JAM (Jesus and Me) club which meets regularly for a range of ages. Learners discern the value of enthusiastic participation and quiet reflection, and all testified to the centrality of worship to school life.

The effectiveness of the religious education is outstanding

The RE curriculum very successfully promotes the school's Christian values and the development of high level thinking skills. RE achievement is in line with writing and understanding. All learners appreciate through RE the values of forgiveness, tolerance and respect for others. The RE coordinator effectively plans and leads RE, so that all requirements to enable outstanding RE in a church school are met. These include staff development supported by the diocese, or by an effective RE network. The Diocesan Schools' Adviser visits frequently and is much valued. All staff actively support RE and have been trained to deliver outstanding RE, so that lesson observations confirm that the programme is

well received. There is a clear system for measuring pupil progress using a skills ladder, which is being adapted to cope with the extra attainment target of enquiring. The Judaistic world faiths are re-visited yearly, along with Hinduism, so that different aspects are explored in each school year. Key stage 1 and Early Years learn through stimulating cross-curricular activities, including the use of water, sand and craft activities. Key stage 2 pupils are encouraged to think of challenging, open ended questions, so their writing is mature and reflective. Key stage 1 visit a synagogue and have representatives of other faiths visiting them in school. Learners show a secure understanding of religious festivals, Bible stories, different styles of Christian worship, spirituality in art, and also in literature, with much impressive work completed on the chronicles of Narnia. Learners are encouraged to write about feelings, and exercise books contain poetry, thoughts and imaginary conversations, diligently marked by teaching staff. Irrespective of faith background, pupils admit to the impact RE has had on their conduct both at school and in their families. Parents confirm that first-class RE has deepened children's understanding of global faith issues.

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

The school leaders have a clear Christian vision for St Mary's and communicate it infectiously. The headteacher's first priority is making Christian distinctiveness apparent in all the work of the school, including pupil achievement. There is a clear assessment strategy in place for RE, with good monitoring by senior staff, as required by the last inspection. School leaders, including governors, are particularly effective in linking with class teachers, although the potential remains for governor involvement in an analytical way. New staff are well managed and testify to how successfully they are integrated, being trained to offer, for this and other schools, leadership based on Christian values. All staff contribute to the strong links between the school, parish, and community, building partnerships with parents which are valued greatly. Parents recognise that their children are safe and happy in this loving Christian school. The governors tackle their roles with considerable expertise. At present they lack an analytical role in evaluating collective worship in a systematic way. The school leaders and governors ensure statutory requirements for RE and collective worship are fully met.

SIAMS report March 2015 Edwinstowe St Mary's Church of England Primary School