

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Saxilby Church of England Primary School

Highfield Road, Saxilby, Lincoln, LN1 2QJ	
Current SIAMS inspection grade	Outstanding
Diocese	Lincoln
Previous SIAS inspection grade	Outstanding
Local authority	Lincolnshire
Date of inspection	21 September 2017
Date of last inspection	7 & 9 May 2012
Type of school and unique reference number	Primary – voluntary controlled - I20583
Headteacher	Catherine Stratton
Inspector's name and number	John Gibbs - 818

School context

Saxilby is a larger than average sized primary school which has had several staff changes since the last inspection including a new Religious Education (RE) and collective worship leader and a new headteacher. The majority of the 300 pupils are of White British heritage. Most of the pupils are from the village of Saxilby and the surrounding area west of Lincoln. The percentage of pupil premium children, and those with English as an acquired language, is below the national average; those with special educational needs and disabilities are at about the national average. A new incumbent has been appointed to the parish. The school has an International Schools Award.

The distinctiveness and effectiveness of Saxilby Church of England Primary School as a Church of England school are outstanding

- Christian values are understood, shared, and consistently lived out by the whole school community within a deep-rooted and clear Christian ethos.
- Pupils' behaviour is excellent and the school's Christian ethos has a major influence on their spiritual, moral, social and cultural (SMSC) development.
- A positive Christian setting encourages high quality teaching and learning practices for all pupils.

Areas to improve

- Widen the pupils' knowledge of Christianity as a multi-cultural world faith so that their understanding of and respect for diversity and difference both within the church and other faith communities increases.
- Develop innovative ways of sharing collective worship experiences with partner schools in order to widen pupils' spiritual development.

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

This is an outstandingly joyful and compassionate school where clear Christian values are well rooted within the life of the school and complement the school's motto of "Act, Believe, Succeed." The school follows a set of twelve Christian values which form the basis of the school's collective worship themes on a termly basis. They include values such as compassion, trust, friendship, and forgiveness. Pupils have an impressive understanding of these values and eagerly relate them to Bible stories and how they teach them to live their lives. They describe how these values reinforce their achievements and also their daily life. For example, one child described how the values of trust, friendship and courage helped a new child to settle at the school.

Relationships between all members of the school community are particularly robust. Love and consideration are at the core of how adults and children treat each other. This is particularly seen in the mutual respect and value that staff and children have for each other. As one child said, 'The best thing about this school is that all the teachers respect your opinion.'

Parents speak extremely positively of the school's distinctively Christian ethos and its friendly, welcoming and supportive ambiance. One parent said, 'the school's values provide an effective moral compass for all the children.'

Children are extremely well supported in their learning and pastoral needs in a very affirmative setting supported by high quality teaching and learning practices. Each child is regarded as special and all children are encouraged and given opportunities whatever their ability. The school's results have shown great improvement over the past few years and standards in reading, writing and maths were well above the national average at the end of Key Stage 2 in 2016 and 2017. High levels of attendance and lack of exclusions are supported by positive encouragement and high behaviour expectations informed by the school's Christian character.

The school makes effective use of its setting to acclaim its Christian foundation and to cultivate the spiritual moral, social and cultural (SMSC) development of children. Examples include classroom and corridor displays of the school's Christian values and religious education (RE) programme. Pupils demonstrate an impressive knowledge of key aspects of Christianity and the Bible as well as other major world faiths. RE makes a huge contribution to children's SMSC development by supplementing their knowledge of Christianity and other major world religions. Pupils are given opportunities to pray and reflect during the school day which enables their personal spirituality to develop. The impact of the above results in a highly developed interpretation of spirituality across the whole school community where pupils are extremely confident in expressing their viewpoint in a variety of ways.

Pupils are motivated to support and fundraise for a wide range of charities at a local, national and worldwide level. One pupil said, 'It's important to raise money and help other people. I feel good inside and we have lots of fun doing it.'

Pupils have gained an appreciation of diversity and difference throughout the world because of their work towards the International School Award. However, their awareness of Christianity as a multi-cultural world faith is less well developed.

The impact of collective worship on the school community is outstanding

Worship is a key part of every school day. It is an inspiring event when the whole school community join in exultant celebration. Music plays a significant part in collective worship and the pupils sing movingly with a high level of gusto. Worship includes the widespread use of Bible stories that deliver themes clearly related to the school's values. Pupils enjoy collective worship and confidently explain how these worship themes relate to the school's values.

There is a multiplicity of worship styles led by a several contributors including staff, local clergy and outside leaders. This widens the pupils' awareness of different Christian traditions in worship and the seasons of the church's year. Similarly, the celebration of festivals across the church's year enhances the worship programme by developing an understanding of Anglican tradition and practice.

Pupils are aware of the Trinity and talk about God as Father, Son and Holy Spirit with a good degree of understanding. There is a strong relationship between school and local church which is appreciated by children and parents who value the opportunities to attend school acts of worship in church on a regular basis. The relationship with the Diocese is particularly strong and there is an annual visit by the Bishop of Lincoln on Bishop's Day.

Pupils' attitude to prayer is respectful and positive. They know a variety of prayers and make regular contributions in acts of worship. There is a prayer tree in the school to which the children contribute on a regular basis and this enables them to relate their own thoughts and feelings to life both in and out of school.

Collective worship is effectively monitored by foundation governors with the headteacher. Children also have some opportunities to be involved in worship and the established Worship Council plan, lead and evaluate worship on a regular basis. The school works in partnership with several local schools and these links have yet to be fully explored in developing innovative collaboration in collective worship.

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

The headteacher and governors have a well-developed vision for the school rooted in distinctively Christian values which they articulate with confidence and clarity. They are effective in promoting the continual development of the school's Christian ethos which has continued to thrive since the previous inspection. One area of development has been the emphasis on staff professional development and succession planning in the church school context.

The vision is clearly expressed in documentation which has ensured that RE and collective worship feature as key areas for development and improvement. One recent development has been the successful implementation of a new 'RE Discovery' curriculum which has led to a more consistent approach to the teaching of RE across the school.

The headteacher and governors model dynamic Christian leadership in their work and this has a major influence on the well-being of the whole school community. Professional development of staff and training for governors are given high priority together with succession planning and the development of staff and governors as church school leaders.

Team spirit in the school is especially high and members of staff are extremely positive about relationships throughout the establishment. The school's Christian vision impacts constructively on standards of behaviour and achievement in the school. The partnership between the school and the local community is especially good. Members of staff work hard to build a strong partnership with parents who cite the school's Christian ethos as a contributory factor for choosing the school. This is true of Christian and non-Christian families

Links with local churches are very positive and members of clergy make a valued input to the school in a variety of ways including leading collective worship and enabling the parish church to be used as a resource as well as a place of worship.

Collective worship and RE meet statutory requirements and are exceptionally well led and managed. They contribute effectively to pupils' understanding of Christian values. The areas for improvement of the previous inspection have been met in full.

SIAMS Report September 2017 Saxilby CE Primary School, Lincoln, LNI 2QJ