



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Heckington Saint Andrew's Church of England Primary School

Howell Road
Heckington
Sleaford
Lincolnshire
NG34 9RX

Previous SIAMS grade: Good

Current inspection grade: Outstanding

Diocese: Lincoln

Local authority: Lincolnshire

Dates of inspection: 12 March 2015

Date of last inspection: 29 March 2010

School's unique reference number: 120526

Headteacher: Lesley Tyreman

Inspector's name and number: Roger Moore 353

School context

Heckington St Andrew's Primary School is of average size with 193 pupils on roll. The school serves the large village of Heckington and the surrounding rural area. Almost all pupils are of white British heritage. There are very few pupils from minority ethnic backgrounds or who speak English as an additional language.

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

- The commitment and Christian vision of the headteacher, supported by an active and informed governing body which works hard for the good of the school.
- The well embedded values programme which impacts strongly upon the Christian distinctiveness of the school and on the behaviour and attitudes of all members of the school.
- The high quality and rigour of self-evaluation which is driving the school forward and ensuring learners' achievements and behaviour are of the highest quality.
- The priority given to daily reflection and Christian teaching which has clear impact upon the spiritual and moral development of the pupils.

Areas to improve

- Enhance the pupils' contribution to worship by inviting them to write prayers linked to the worship themes and school values.
- Build on links with other church schools so that the development of transactional analysis and the impact of embedded Christian values on all aspects of school life can be extended and shared.

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

Christian values impact all aspects of this school providing the pupils with a purpose and a passion for learning. They also promote pupils' spiritual, moral, social and cultural development exceptionally well. The revised national curriculum, worship and religious education (RE) programmes are bound together and underpinned by Christian values. Stimulating, engaging and challenging teaching as set out in the school's core values approach, enables successful learning, progress and achievement. All learners' achievements are good throughout the school, with several examples of outstanding practice and achievement. In line with other subjects pupils achieve well in RE. They demonstrate care for others. All staff provide excellent role models based on Christian principles. Care, encouragement and support for individuals are top priorities. Parents praise the way in which the school promotes pupils' self-esteem and speedy resolution of problems. Staff, governors, pupils and parents 'feel hugely supported by the school's Christian ethos'. The agreed values system enables pupils to develop a clear sense of what is right and wrong. Behaviour is excellent showing sensitivity and compassion to the feelings of others. This understanding is well illustrated through the various projects of charitable giving. Pupils gather and express a sensitive awareness of issues relating to cultures other than their own. The teaching of RE is a priority with careful planning ensuring its delivery is meaningful and purposeful. Pupils speak with understanding of the impact and value of the subject which helps them 'make important choices'. Pupils leave the school with a good understanding of Christianity. They understand there are diverse and differing views within the church and more globally. Pupils are excited and challenged by RE. It contributes significantly in determining the Christian character of the school. Pupils feel their school is special as a church school and view the vicar and Methodist minister as 'their friends'. Displays, areas for quiet reflection and Christian artefacts in each classroom stimulate the pupils' curiosity and enthusiasm.

The impact of collective worship on the school community is outstanding

Worship is central to each day, and is vitally important within the life of the school. Its Christian message permeates the school day. The well organised collective worship programme impacts well on pupils. They value and respect the importance of each occasion and enjoy the breadth and variety offered. Pupils understand the significance of prayer and its place within their own and others' lives. They write their own prayers and place them on the Prayer Tree in readiness for use in worship. The school has recognised the need to develop this so that the prayers are more closely linked to worship themes and values. Pupils are involved in worship provision, preparation and music. They frequently contribute with readings, taking on roles in the story and are involved in liturgical prayers. They speak fondly of stories they have heard and without exception fully embrace and understand the values based approach used in the school. Themes embrace these values and are delivered by the headteacher, staff and local clergy including the vicar and Methodist minister. All acts of worship have a Christian basis with stories from the Bible being a major daily focus. The Methodist minister is particularly adept at helping pupils gain understanding of the concept of God as Father, Son and Holy Spirit. Learners recognise this and talk about it with an

impressive degree of understanding. Pupils are able to link themes to daily life and to the school's core Christian values. Aspects of the whole school curriculum and pupil achievement and well-being are used to stimulate the weekly Achievement assemblies. Worship and RE enables a sensitive understanding of the beliefs and traditions of those of all faith backgrounds and none. Strong links with the parish church and clergy support pupils well developed understanding of Anglican faith and practice. The impact of collective worship is evaluated effectively by foundation governors who also monitor the RE programme. Reflection, as observed in collective worship and throughout the day enables pupils to develop a spiritual awareness which deepens their thinking.

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

The aspects for development, identified in the previous inspection have been addressed. The school's profile as a church school has been raised and its development, worship and approach to a values based education is impressive. This focus continues to make a strong impact on pupils' achievement and well-being. Continued development of the school as a church school features highly in the school development plan. The headteacher has worked tirelessly to create a team which supports and shares her vision of the distinctive church school. She has high levels of expectation and commitment and has, together with the governing body, driven the school forward as a church school. All adults share the vision and values and are totally committed to providing the best education possible for the pupils in their care. This is effective because they form a reflective, questioning and self-evaluative team. The self-evaluation process is robust and rigorous. Regular visits and contributions from the governors to monitor initiatives and challenge innovations enable the school to move forward in developing and improving the educational provision for all pupils. The governors see the self-evaluation process as a key driver in embracing and enhancing the Christian vision of the school. The school has been involved with a transactional analysis project for several years. This underpins relationships within the school, extends work with parents and provides support to families when asked. The success and impact of this work and the values based approach to learning on pupils' spiritual, academic and personal development is relevant to other schools. As a result the headteacher is keen to share these successful approaches with other schools. Information and communication with parents and others in the community clearly outline its distinctive Christian values as a church school. The regular visits of the vicar (who is a foundation governor) and links with the local churches enhances the impact of the distinctive Christian character of the school. Robust monitoring demonstrates that RE standards match those in the core subjects. High emphasis is placed upon providing for staff training needs. The leadership of the school is enhanced by curriculum teams each of which has clearly defined areas and responsibilities. The arrangements for religious education and collective worship meet statutory requirements.

SIAMS report March 2015 Heckington St Andrew's Church of England Primary School,
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