

## SECTION 48 INSPECTION SUMMARY – Summer 2012

- The Section 48 self-evaluation style inspection process began in January 2006. In September 2009 a revised Framework for Inspection was introduced and a revised Toolkit for Self Evaluation. The SIAS Framework is being revised and will be introduced from January 2013. Inspectors for the Diocese of Lincoln will be trained in November 2012 following national trial inspections in September and October. Training sessions for schools will be planning on the developments in the Framework in due course.
- The Section 48 inspection process identifies and shares the good and positive practice that exists in our Church schools. It also highlights areas for development that will help the school to become more effective in its role as a Church school with a distinctive Christian ethos.
- We continue to be indebted to our small team of Section 48 Inspectors who work committed to the developmental process which section 48 inspections can be for our schools. They work extremely hard to ensure that the inspections are carried out with professionalism, integrity and dignity.
- Grades for OfSTED and Section 48 have alongside them an indication arrow; this indicates the change in grade over the previous inspection.

### Inspection Grades under the revised framework; September 2011 to April 2012.

LA	NoR	School	Sec 5	Change	Cap to improve	Grade	Change	DC	Change	Collective Worship	Change	RE	Change	L&M	Change
L	230	Swineshead St Mary's Church of England Primary School	3	→	3	2	→	2	→	1	↑			1	→
L	190	Market Deeping William Hildyard Church of England School	2	→	2	1	→	1	→	1	→	1	→	1	→
L	320	Stamford St Gilbert's Church of England Primary School	2	→	2	1	→	1	→	1	→			1	→
L	55	Withern St Margaret's Church of England School	2	→	2	2	↓	2	↓	2	↓			2	↓
L	310	Gainsborough Parish Church Primary School	2	↑	2										
L	65	Newton on Trent Church of England Primary School	3	↓	2	2	→	2	→	2	→			2	↑
L	230	Louth St Michael's Church of England School	2	→	2	1	↑	1	↑	1	↑			1	↑

LA	NoR	School	Sec 5	Change	Cap to improve	Grade	Change	DC	Change	Collective Worshi	Change	RE	Change	L&M	Change
L	120	Edenham Church of England Primary School	2	↑	2	2	↑	1	↑	2	↑			2	↑
L	95	Ropsley Church of England Primary School	2	→	2	1	→	1	→	1	↑			1	→
L	230	Barrowby Church of England Primary School	1	↑	1	1	→	1	→	1	→			1	→
L	210	Butterwick Pinchbeck's Endowed Church of England Primary	2	↑	2	2	→	2	→	2	→	2	→	2	↑
L	190	Lincoln St Faith & St Martin Church of England Junior School	3	↓	3	1	→	1	→	1	↑			2	↓
L	265	Scothern Ellison Boulters Church of England Primary School	1	↑	1	1	→	1	→	1	→			1	→
L	55	Welbourn Church of England Primary School	2	→	2212	1	↑	1	→	1	↑			1	↑
L	180	Claypole Church of England Primary School	2	↑	2212	2	→	1	→	2	→			2	→
L	140	Kirkby la Thorpe Church of England Primary School	2	→	2212	2	→	1	↑	2	↑			2	→
L	160	Billinghay Church of England Primary School	2	↑	2222	2	→	2	→	2	→			2	→
L	255	Market Rasen Church of England Primary School	3	→	3322	1	→	1	→	1	→			1	↑
L	130	Lincoln St Faith's Church of England Infant School, Lincoln	2	→	2222	1	↑	1	→	1	↑			1	↑
L	70	Scamblesby Church of England Primary School	2	→	2222	1	↑	1	↑	1	→			2	→
L	160	Blyton cum Laughton Church of England Primary School	3	→	3323	1	→	1	→	1	→	1	→	1	→
L	90	Grasby All Saints Church of England Primary School	3	↓	3333										
L	230	Woodhall Spa St Andrew's Church of England Primary School	3	↓	3323										
L	80	Coleby Church of England Primary School	2	→	2212										

From January 2012 OfSTED removed the grade for Capacity to Improve and have replaced this with 4 grades for:

Achievement of pupils,  
Quality of teaching,  
Behaviour and safety of pupils, and  
Leadership and management

These grades are recorded above in the third column as four digits. (The order being that stated)

The “headlines” from recent Section 48 inspections.

<b>Withern St Margaret’s Church of England Primary School</b>
<b>School context</b>
St Margaret’s Church of England Primary School is much smaller than average and serves the village of Withern and surrounding area. The 40 pupils come from almost entirely white British backgrounds with none speaking English as a second language. The proportion of pupils with special educational needs is well above average. An acting headteacher on a temporary one year contract has been appointed.
<b>The distinctiveness and effectiveness of St Margaret’s as a Church of England school are good.</b>
Values firmly based on Christian principles underpin every aspect of this school’s work and witness. This is a community where individuals are valued and celebrated and where outstanding relationships and behaviour impact positively on learning.
<b>Established strengths</b>
<ul style="list-style-type: none"> <li>• Outstanding relationships at all levels ensure all individuals in this caring and inclusive community, are listened to and valued.</li> <li>• The outstanding vision and leadership of the acting headteacher in managing change.</li> <li>• The extensive and richly developed grounds promote opportunities for spiritual development and foster personal and community responsibility.</li> <li>• The school’s ongoing commitment to develop community and cultural links through a variety of effective partnerships.</li> </ul>
<b>Focus for development</b>
<ul style="list-style-type: none"> <li>• Ensure involvement of all stakeholders in revisiting the aims and values of this Church school and update documentation accordingly.</li> <li>• Within the constraints of the space available develop a ‘sacred space’ for collective worship, which fully impacts on those present.</li> <li>• To further enhance provision for religious education by developing assessment opportunities in this subject.</li> <li>• To formalise monitoring of collective worship, affirming its centrality to the life of the school and ensuring quality provision.</li> </ul>

<b>The Butterwick Pinchbeck’s Endowed Church of England Primary School</b>
<b>School context</b>
The school is an average sized primary and numbers have risen steadily in recent months mainly due to new arrivals from Eastern Europe. The majority of pupils are from white British backgrounds with the proportion of pupils eligible for free school meals increasing in the last year. The proportion of pupils with learning difficulties and/or disabilities is below that of most schools.
<b>The distinctiveness and effectiveness of The Butterwick Pinchbeck’s Endowed Church of England Primary School as a Church of England school are good.</b>
This is a good school where the headteacher, staff and governors have a clear vision for the personal and academic development of the pupils. The partnership between the headteacher, staff and governors is an increasing strength. Their collaboration makes an excellent contribution to the provision made for the development of values that reflect the Christian foundation of the school and that are shared with all those within the school community.

### **Established strengths**

- The Christian atmosphere of love, care and support which permeates throughout the life of the school.
- The keen commitment of the headteacher, governors and staff in developing a flourishing whole school community based on shared Christian values.
- The very good relationships and value placed on each individual in school.
- The quality of the personal, social and spiritual development of the pupils throughout the curriculum.

### **Focus for development**

- Extend strategies for the monitoring and evaluation of religious education.
- Strengthen the role of the worship team in planning and evaluating collective worship in school.
- Develop links with Christian communities locally, nationally and internationally including church and community schools.
- Ensure that the school website and prospectus reflects the strong links with the church and the distinct Christian nature of the school.

## **Boston St Thomas' Church of England Primary School**

### **School context**

St Thomas' school is much larger than most primary schools. It serves the local community, the wider Boston town area and neighbouring villages. The majority of the 405 pupils are White British. The proportion of pupils with a statement of special educational need is above average and a number of those are supported by the school's resource base for deaf pupils. The executive headteacher was appointed in May 2011.

### **The distinctiveness and effectiveness of St Thomas' as a Church of England school are good.**

Christian values underpin the work of the school and make a strong impact on provision and on the actions of pupils, staff and governors. Pupil progress is good and the school is increasingly successful in its desire to provide high quality teaching and learning experiences for all within its deeply caring Christian environment.

### **Established strengths**

- Whole school ownership of the Christian values that make an outstanding impact on school life and that are daily visible in the actions of members of the school.
- Commitment to provide high quality teaching and learning experiences and the recent success in enabling pupils to achieve well.
- High quality of relationships and pupils' behaviour resulting from a happy, supportive and inspiring environment where all are encouraged to thrive.
- Pupils feel valued, confident and show a strong desire and ability to respond to the needs of others.

### **Focus for development**

- Enhance the role of governors, particularly that of foundation governors, in monitoring the work of the school as a church school.
- Ensure a wide ranging evaluation process informs the development of collective worship and the role of pupils in planning, leading, monitoring and evaluating collective worship.
- Widen pupils experience and understanding of cultures other than their own through establishing links with a range of national and global communities.

- Consideration now needs to be given to provide further outdoor learning areas where individuals and groups can reflect and extend their learning.

### **Stamford St. Gilbert's Church of England Voluntary Controlled Primary School**

#### **School context**

Stamford St. Gilbert's Church of England Primary School is a large primary school with 315 children on roll. The majority of children are from White British backgrounds. Although most of the children are drawn from the school's locality, a significant minority attend from across and beyond the town. The school has been the recipient of a number of national awards.

#### **The distinctiveness and effectiveness of Stamford St. Gilbert's Voluntary Controlled Primary School as a Church of England school are outstanding.**

This is an outstanding church school that successfully meets the needs of all and where the Christian values of the school shine out through its staff and children. Parents recognise this, and are fulsome in their praise and support. Firm and proactive links with the parish church and community enable the school to have a positive influence beyond its gates.

#### **Established strengths**

- High quality collective worship
- An outstanding school ethos
- A well informed, supportive and proactive governing body
- Strong church and community links

#### **Focus for development**

- To develop ways in which PSHE can complement and enhance the impact of collective worship
- To develop the school grounds to provide areas for quiet reflection

### **Welbourn Church of England Primary School**

#### **School context**

Welbourn Primary School is a small village school which serves the local rural community. All of the 64 pupils are of White British heritage and there are no pupils who speak English as an additional language. The school is popular in the area. Since the last inspection there has been a change of headteacher.

#### **The distinctiveness and effectiveness of Welbourn Primary School as a Church of England school are outstanding.**

This is a happy school with Christian values and beliefs at its very heart. The school successfully provides pupils with a high quality education within a Christian framework which is evident in all areas of its work. The strong partnership with the wider community and the church is seen by all groups as an important part of the school's development.

### **Established strengths**

- The inspirational leadership of the headteacher shared by staff and governors and the strong impact of Christian values and equality on the school community.
- The excellent relationships between all adults and the pupils' enthusiasm, positive attitudes and respectful behaviour.
- The quality of collective worship which is imaginatively planned to ensure that the Christian values filter throughout the whole curriculum.
- The high quality of displays, symbols and artefacts which create a most stimulating and exciting learning environment.

### **Focus for development**

- Look at the possibility of increasing pupils' regular involvement in the organization and planning for worship including the choice of themes and related music and prayers.
- Investigate, as planned, the impact of Godly Play on the delivery of worship and religious education.

## **Claypole Church of England Primary School**

### **School context**

Claypole Church of England Primary School is a smaller than average village primary school. The modern purpose built buildings are located in attractive grounds and are linked with village sports halls and field. The majority of the 178 pupils come from White British backgrounds. The proportion of pupils with special educational needs is well below average.

### **The distinctiveness and effectiveness of Claypole Church of England Primary School as a Church of England school are good.**

A caring and friendly ethos based on Christian values underpins the close relationships witnessed between all members of the school community. The school provides a rich curriculum and varied teaching styles to appeal to learners with different interests and needs. The children are safe, confident and happy and they achieve well. The leadership team have an accurate view of the school and a clear vision for taking the school forward.

### **Established strengths**

- The excellent behaviour of the pupils is well supported by the engaging curriculum and meaningful opportunities to reflect and develop an empathetic nature.
- The caring Christian ethos underpins the work of the school where all staff and pupils are valued and well supported by school leaders to achieve their aspirations.
- The informal but very effective approach to promoting Christian values through collective worship, the curriculum and the daily life of the school.

### **Focus for development**

- Provide a well planned range of first hand experiences to enable pupils to learn about major world faiths and cultures other than their own.
- Provide pupils with further opportunities to plan, prepare, lead and evaluate collective worship.
- Develop community involvement in collective worship with more opportunities for pupils to prepare and share the experience with the wider school community.
- Involve all stakeholders in evaluating the school as a church school, thus enabling all to celebrate its strengths and influence areas for development.

### **Kirkby la Thorpe Church of England Primary School**

#### **School context**

Kirkby la Thorpe is a rural primary school on the outskirts of Sleaford close to the parish church of St Denys. Most of its 133 pupils are from a White British background. The headteacher has been in post since September 2011. The school is the recipient of several national awards and is a Green Flag Eco School.

#### **The distinctiveness and effectiveness of Kirkby la Thorpe as a Church of England school are good**

This is a good church school where the whole school community is encouraged to achieve their best. It is a place of learning where there is a real sense of belonging. All are given excellent opportunities and experiences which support their Christian pilgrimage.

#### **Established strengths**

- The strong sense of a family community.
- The positive attitudes of the pupils who love learning.
- The close links between church and school.

#### **Focus for development**

- Involve the pupils and governors in the evaluation of collective worship.
- Put in place a systematic method for the governors to monitor church school distinctiveness.

### **Billingham Church of England Primary School**

#### **School context**

Billingham Church of England Primary School serves the village of Billingham and surrounding rural area. Almost all of the 132 pupils and those within the nursery come from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is above average. The school has gained the International School award and National Healthy School status.

#### **The distinctiveness and effectiveness of Billingham Church of England Primary School as a Church of England school are good**

Christian values underpin and guide all areas of work within this happy and deeply caring school. All pupils' and their efforts are valued and everyone is encouraged to achieve their best. Pupils, staff, governors and parents are proud of their school and value its family atmosphere.

#### **Established strengths**

- High quality relationships and a caring Christian ethos enable pupils, staff and governors to work well together and to live out the values of the school.
- Pupils' enjoyment of collective worship and the significant impact made by worship on the spiritual, moral, social and cultural development of those present.
- Pupils' and staff members' sensitive response to the needs of others as lived out in school, experienced in the local community and nurtured through international links.
- The internal environment of the school celebrates and reinforces the Christian foundation of the school.

### **Focus for development**

- Enable pupils to plan, deliver and evaluate collective worship in a range of groupings and settings and ensure governor involvement in the monitoring and evaluation process.
- Ensure the religious education leader is professionally equipped to lead the realisation of the development plan.
- Within the grounds provide areas for quiet reflection and spiritual growth.
- Widen pupils' understanding and experience of regional and national communities.

### **Market Rasen Church of England Primary School**

#### **School context**

This is an above average sized primary school, with 263 pupils on role, serving an area with some social and economic deprivation. Most learners come from within the town of Market Rasen. An above average number of learners have special educational needs. Almost all the learners are White British. The head teacher was appointed in September 2010. The school has achieved the Artsmark Gold award and has Healthy School status.

#### **The distinctiveness and effectiveness of Market Rasen Church of England Primary School as a Church of England school are outstanding**

This is an outstanding school whose life is well supported by Christian values and beliefs. It is a school where everyone matters and each person is valued as an individual. Learners are encouraged to take on a variety of responsibilities and contribute to the life of the school. All members of the whole school community are well cared for and supported to enable them to reach their full potential.

#### **Established strengths**

- The visionary leadership of staff encouraged by an inspirational head teacher.
- Collective worship which is well planned, deeply spiritual and of a high quality.
- Supportive and challenging governing body with a visionary chair.
- A community where all feel safe and are valued and are encouraged to achieve their potential.

#### **Focus for development**

- Develop opportunities to experience other cultures and faiths.
- Maintain links with the local church following the retirement of clergy.
- Develop the provision for quiet reflection.

### **Lincoln St Faith's Church of England Voluntary Controlled Infant School**

#### **School context**

St Faith's Church of England Infant School is a medium sized Voluntary Controlled school serving 224 pupils and located in the west end of the city of Lincoln. Children are of mainly white British heritage with a significant minority of ethnic groups, some of whom have English as an additional language.



**The distinctiveness and effectiveness of St Faith's as a Church of England school are outstanding.**

St Faith's Church of England Infant School clearly demonstrates its outstanding distinctiveness and effectiveness as a church school. Its success is rooted in the Christian value system which is effectively lived out by the whole school community. Parents wholeheartedly support this and demonstrate the school's positive influence upon families and the wider community.

**Established strengths**

- Outstanding collective worship which exemplifies the vision of the school
- The school value system which binds the school together
- Excellent teamwork which nurtures every individual
- Well informed and proactive governance

**Focus for development**

- To develop the role of children in leading worship, especially through the introduction of Anglican forms of welcome
- To develop spiritual growth through the enhancement of the external school environment
- To develop a quiet prayer corner in each classroom

**Scamblesby Church of England VC Primary School**

**School context**

This is a small Church of England Voluntary Controlled school drawing its 73 pupils from the small rural village which it has served for 150 years, and from the local rural area and from the market towns of Louth and Horncastle. Pupils come from a variety of economic and social circumstances and almost all are of white British origin.

**The distinctiveness and effectiveness of Scamblesby as a Church of England school are outstanding**

The outstanding quality of relationships which marks out the school is based on a clear Christian based principle that everybody matters and that each valued individual can contribute to the school's success. There is a constant striving for ever higher personal and corporate standards which stems from the widely shared and supported vision for the school.

**Established strengths**

- The outstanding quality of personal relationships throughout the school based on clear Christian principles shared by all.
- The outstanding impact of collective worship on pupils' personal spiritual and moral development.
- The continuous drive for higher standards in all areas of the school's life.

**Focus for development**

- Plan for ways to maintain the balance between current strengths and future external pressures on space.
- Look for ways to extend the provision of quiet reflective areas indoors and out.

## **Blyton cum Laughton Church of England Primary School**

### **School context**

Blyton cum Laughton Church of England Primary School is a small school of 161 pupils. The school works on two sites in the villages of Blyton and Laughton. The majority of pupils are from White British backgrounds and the proportion of pupils with special educational needs or disabilities is below average but has grown over recent years. There has been recent remodelling of the building at Blyton.

### **The distinctiveness and effectiveness of Blyton cum Laughton as a Church of England school are outstanding**

Underpinned by firmly held Christian values, Blyton cum Laughton is a happy establishment where genuine care for everyone as an individual reflects the belief that all are made in the image of God. This is achieved through the commitment of the headteacher and governing body who are very well supported by the school team. The spiritual ethos has a strong impact on the personal development and behaviour of the pupils.

### **Established strengths**

- The outstanding Christian ethos of the school in which all pupils are nurtured and greatly valued equips pupils to become confident and competent members of society.
- High quality acts of worship and religious education make an outstanding contribution to pupils' spiritual, moral, social and cultural development.
- Christian principles at the heart of the school's policies are lived out in the everyday life of the school.
- The quality of relationships which makes a significant contribution to pupils' exceptional personal development and behaviour is evident throughout the school.

### **Focus for development**

- Provide training and support to the governing body to enable it to fully hold the school to account as a church school.
- Fully develop pupils' skills in the planning, presenting and evaluation of regular acts of collective worship.
- Embed Godly Play as a tool for teachers to use to further raise standards in religious education.