

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Pinchbeck East Church of England Primary School

Fennell Road
Pinchbeck
Spalding
Lincolnshire
PE11 3RB

Current SIAMS inspection grade	Good
Diocese	Lincoln
Previous SIAMS inspection grade	Outstanding
Local authority	Lincolnshire
Date of inspection	28 June 2017
Date of last inspection	5 July 2012
Type of school and unique reference number	Primary 120550
Executive Headteacher	Andrew Raistrick
Inspector's name and number	Anne Platt 807

School context

Pinchbeck East is a large primary school with 356 pupils arranged into twelve class groups. Most pupils are of a White British background and live in the village or surrounding area. The number of pupils with learning difficulties and/or disabilities is below the national average. The proportion of pupils supported through the pupil premium funding is line with the national average. Attendance is above the national average. The school is part of a collaboration with two other local community primary schools. The executive headteacher has been in post since September 2016. A head of school is responsible for the day to day running of the school.

The distinctiveness and effectiveness of Pinchbeck East as a Church of England school are good

- The Christian character of the school makes a significant contribution to the positive relationships between all members of the school community.
- Christian values make an important contribution to the behaviour and attitudes of pupils and are helping to improve achievement and are increasingly understood by all members of the school community to be distinctively Christian.
- A trusting and open environment helps pupils to talk with confidence about matters of faith and belief.
- Religious education makes a valuable contribution to the pupils' moral and cultural development.

Areas to improve

- Ensure robust monitoring and evaluation of church school distinctiveness and collective worship, which involves the whole school community, is an integral part of school improvement planning.
- Develop an agreed definition of spirituality, enabling greater consistency in planning for spiritual development to ensure that children have more clearly identified opportunities to become spiritually aware
- Ensure all members of the school community recognise the distinctively Christian characteristics of the core values and their impact on daily lives.

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

The Christian character is good because Pinchbeck East is a caring, nurturing and welcoming school where all pupils feel valued and special. Pupils enjoy coming to this happy Christian school where attendance is good and there have been no exclusions.

A recent review of the core values in a process that involved governors and staff has raised the profile of the Christian distinctiveness within the school and placed values more firmly at the centre of its ethos. These values; endurance, friendship, koinonia, compassion, humility, peace and reverence have been correlated within the church season and now form the basis of the collective worship themes. The distinctively Christian values have a positive impact on the behaviour of pupils. A pupil said, 'at Pinchbeck, we love, respect and care for each other.' This was evident in the exemplary behaviour in the dining hall at lunchtime which helped create a safe happy environment. The school has identified that their next step is to ensure that all members of the school community understand the school core values as distinctively Christian. The excellent work of the steering group puts them in a good place to lead this initiative.

The school aspires to 'live out our Christian values in all our relationships as together we strive to reach our full potential.' Recent school data shows this is beginning to have a positive impact on individual progress with improved predicted outcomes in 2017.

Parents describe the school community as one in which 'everyone is encouraged to be the best they possibly can respecting each other's beliefs.' The community has close links with the local Anglican church and schools within the collaboration. These links have enhanced the whole school family bond and enabled the Christian character to grow and develop.

Pupils understand the importance of giving to charitable projects, through which they experience the Christian value of compassion. Pupils are keen to help those less fortunate than themselves through fundraising for a variety of charities both local and abroad. One pupil said, 'In supporting charities we get a feeling that we have helped others and are not just keeping resources to ourselves.' These activities strongly support pupils' moral, social and cultural development. However, spiritual experience across the school is largely dependent on individual teachers' work; it is not consistent because the school has not established a common understanding of spirituality.

Pupils know that it is important to learn about Christianity and other religions and that what they learn gives meaning to their everyday life. A pupil said, 'Jesus demonstrated forgiveness by asking Peter the same amount of times if he loved him as Peter had betrayed him. This teaches me to forgive others like he did.' Pupils are confident in sharing their opinions on matters of faith and beliefs and enjoy being challenged to think at a deeper level. The school is currently introducing 'understanding Christianity' as a resource to develop pupils' theological and religious literacy. This is enhancing their respect for other faith traditions as they now make stronger connections with the Christian faith.

The impact of collective worship on the school community is good

Collective worship makes a good contribution to the life of the school through its promotion of Christian values and the scope it gives for pupils and adults to reflect and pray. Pupils' attitude to collective worship reflects the good quality of daily worship and its impact on their spiritual and moral development. Pupils' appreciation of the nature of the Trinity has been developed through prayer, reflection and religious education. This has been enhanced by a recent focus on Pentecost which enabled them to discuss the Trinity with some understanding. Pupils are developing an appreciation of the purpose and meaning of prayer. The prayer tree and prayer times at lunch and end of the day are regarded as integral parts of the school life. The use of reflection areas both within and without the school to strengthen spiritual development is not yet fully utilised.

Acts of worship are carefully planned to reflect Anglican traditions through singing, Christian teaching, reflection and prayer. This makes them distinctively special times in the school day. Themes for the term are based on Christian festivals in the church season, Bible stories, values and topical events. One pupil said, 'Worship changes your life. When you are a baby you know nothing, but through Bible stories life has meaning.' Bible stories are a regular part of worship and those focusing on the life of Jesus are central to planning. This has enabled pupils to develop their understanding of Christian life and the centrality of Jesus to worship.

Pupils enjoy contributing to worship and some groups have planned and led services both at the church and school. This demonstrates progress on an area for development identified from the previous inspection. The monitoring of collective worship by pupils has developed since the previous inspection. Two pupils keep an informative daily worship log, which enables leaders to monitor coverage of the agreed themes. As yet, the impact of collective

worship is not strategically evaluated by a range of stakeholders as an integral part of school improvement.

Pupils have a good understanding of major Christian festivals and understand the significance of celebrating some of them in the local church at Christmas or Easter. When services are held at the local church, parents say these are well attended which reflects the important place worship holds in the hearts of the school community.

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

The executive headteacher has a very clear understanding of the high expectations of being a successful church school. Through engagement in diocesan training, he has a thorough and accurate knowledge of the school's current good performance as a church school and strategies needed to continue improvement. Together with the executive headteacher, governors are keen to identify further strategies which will enhance the Christian character of the school. Work has begun through the steering committee and its impact so far has been good. As a result of the revision of collective worship themes, Christian values are more explicit to the pupils, which contribute to their good behaviour and attitudes to learning. Some of these initiatives however are at an early stage and the leadership and management, including governors and senior leaders, have yet to develop a strategic programme to monitor and evaluate their impact.

The involvement of the senior leaders in the steering group is giving them a good opportunity to develop their understanding as leaders and future leaders of church schools.

Leadership of religious education is good and has a high profile in the curriculum. The coordinator is committed to her subject and has a clear understanding of the current position of religious education and how to continue to improve its effectiveness. The steering committee have brought about improvements to the collective worship annual programme ensuring that church seasons are linked to theological themes, values and charities. The school meets statutory requirements for collective worship and religious education.

The school has made progress towards addressing the development area identified at the previous inspection. Pupil contributions in planning, preparing and delivering collective worship have increased but they would welcome more regular involvement.

Parents speak highly of the school and comment positively on the impact of the Christian character, the relationships with the church and the inspiration of the clergy. The rector is an integral part of the life of the school. He makes a significant contribution to regular acts of worship as well as his commitment to the governing body and pastoral support for the staff. Parents are confident in the school and the way through its positive modelling and ethos, it gives their children an excellent start in their educational journey.

SIAMS report June 2017 Pinchbeck East Church of England Primary School Spalding PEI I 3RB