



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

<p>Longparish Church of England Voluntary Aided Primary School Longparish Andover Hampshire SP11 6PB</p> <p>Diocese: Winchester Local authority: Hampshire Date of inspection: 11 June 2014 Date of last inspection: 30 March 2009 School's unique reference number: 116364 Headteacher: Mrs Alex Foggo Inspector's name and number: Mr Chris Williamson 290</p>	
<p style="text-align: center;">School context</p> <p>Longparish Church of England Primary School has 101 children on roll. It is a popular rural school with just over a third of the children attending from out of the catchment area. 17% of the children have Special Educational Needs which is average, 8% of the children are from ethnic minority groups and 6% are entitled to Free School Meals. Half of the teachers are new since September.</p>	
<p style="text-align: center;">The distinctiveness and effectiveness of Longparish Primary School as a Church of England school are outstanding</p> <ul style="list-style-type: none"> • The Christian values which are evident throughout the life of the school. • The children's spiritual and moral development. • The way in which children apply the teachings from collective worship to their daily lives. • The creative approaches to teaching and learning in religious education. • The rigorous approach by the leadership and management to develop the school as a church school. 	
<p style="text-align: center;">Areas to improve</p> <ul style="list-style-type: none"> • To continue to develop children's understanding of Christianity as a multi cultural world faith. • To develop further the evaluation of collective worship by governors. 	
<p style="text-align: center;">The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners</p> <p>Christian values permeate the life of the school and the ethos of Christian love, or friendship as children prefer to call it, ensures high levels of engagement and achievement both academically and personally. Children's achievement is excellent and has been consistently above national expectations in recent years. The school is inclusive and children say that they enjoy school, feel safe and that they are cared for as individuals. Christian values have a significant impact on children's spiritual, moral, social and cultural development. Children have</p>	

a strong sense of right and wrong and demonstrate high levels of respect and care for others. For example a very effective team of peer mentors supports children's emotional and personal well-being. Children's spiritual development is excellent and they are confident to express their thoughts and views in a thoughtful and mature manner. They demonstrate their ability to interpret Christian values or teachings and apply them to their own lives. Explicit Christian values underpin the excellent relationships between all members of the school community. Children's understanding of Christianity as a multi cultural world faith is promoted. Since the last inspection links through the local church with the Christian community in Bukana Primary School in Uganda have been strengthened. For example reciprocal visits have been made and children enjoy being involved in an ongoing exchange of letters and photos and also fund raising activities. The school rightly recognises the need to broaden children's understanding of Christianity as a multi cultural world faith, for example the school is currently exploring ways to link with an inner city school. Children's understanding and respect for diversity and difference in other faith communities is well developed through the religious education (RE) curriculum.

The impact of collective worship on the school community is outstanding

Collective worship is important in the daily life of the school. In the collective worship observed children enjoyed and embraced the very wide variety of opportunities to participate and they demonstrated appropriate reverence. Worship is distinctively Christian and based on Biblical texts. It is very well planned and takes into account the liturgical year. Stakeholders are involved in identifying a key Christian value each half term to form the basis for planning worship. This value is discussed with the children, including developing their understanding of what it means to them. Children value and benefit from the range of ways that collective worship is presented, for example the use of role play and powerpoint presentations. This diversity contributes to the children having a very good understanding of Christian beliefs. Children's understanding is also promoted by the variety of worship leaders, including members of the clergy team. Worship has a significant impact on children's attitudes and behaviour. Children's spiritual development is enhanced by the opportunities for response and reflection during collective worship. Children also have opportunities to read prayers or offer spontaneous prayer during collective worship as well as writing and displaying their own prayers in the classrooms. Older children appreciate the opportunities to lead worship as well as helping with the preparations for worship. The close involvement with the local church further enhances children's understanding of Christianity and their spiritual development. Children enjoy visiting the church for a variety of services including celebrating the major Christian festivals and being involved in the termly Eucharist service led by members of the clergy in the church. Children have a good understanding of Anglican practice, however children's understanding of different Christian traditions is less well developed and the school rightly recognise the need to include worship leaders from other Christian denominations. Worship is continually reviewed by children and parents. All children are involved in small group discussions throughout the year and improvements are made, for example more drama is used in worship in response to children's comments. The school has rightly identified the need to involve governors further in the evaluation of worship.

The effectiveness of the religious education is outstanding

Children's attainment in RE is significantly above national expectations. Teaching is at least good, with outstanding practice in Key Stage 1. In lessons observed children were enjoying RE. Their positive attitudes, combined with excellent relationships between staff and children, lead to effective learning. Children demonstrate an in depth knowledge and understanding, enabling them to discuss concepts being learnt with confidence. This is extended by the development of children's higher order thinking skills, enabling children to explore and discuss religious and human experiences in a meaningful and often profound way. Many examples were observed where creative and practical teaching and learning strategies were used in conjunction with the enquiry and concept approach of the locally agreed syllabus for RE. This approach enables

children to be engaged with their learning and to apply their knowledge and skills to their own personal reflections on questions of meaning and purpose. The RE curriculum is enriched by visitors, including members of the local clergy, as well as by visits to the local church. Effective use is made of marking, for example through the use of questions which the children respond to in their books, to develop thinking further. RE has a high profile in the school. RE is taught in blocks of time which enables children to explore concepts in depth. This approach also allows planning to be more easily adapted according to the children's progress. The leadership of RE is effective, enabling continuous improvement to be made. An audit of RE every year informs future developments. A wide variety of monitoring strategies are used effectively to inform curriculum planning. The school is particularly aware of the need to ensure that the professional development needs of new staff are met in order for them to be effective teachers of RE. The governor with responsibility for RE meets with the RE manager regularly to discuss progress in RE.

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

School leaders consistently and confidently promote and live out a Christian vision for the school. This vision, which has been developed and shared with all members of the school community, has a significant impact on children's sense of well being as well as their academic achievement. The headteacher's open and inclusive management style actively promotes the Christian vision for the school at every opportunity and ensures that staff feel valued and supported. All groups in the school community are involved in the evaluation of the school as a church school. A variety of monitoring and evaluation strategies are in place, which continually focus on the needs of the children, and these lead to improvements. For example the school's vision was reviewed last year and was rewritten in a way which is more easily understood by the children. This process has informed the school improvement plan. The leadership of the school has a very good knowledge of the staff and professional development is promoted actively, including preparing staff as leaders in church schools. The school enjoys very positive relationships with the parents, for example their views are often sought and acted upon. Effective links exist with the local community. For example the school hosts a lunch for senior citizens once a month in which children enjoy serving and talking with the guests. Children also speak enthusiastically about the Triathlon club, which is organised by members of the community. The school enjoys strong links with the local church. Children in the reception year participate in the 'Scramblers club' once a month which is a community service run by members of the church. Children are proactive in supporting a number of charities locally and globally, including Comic Relief and the local food bank. Effective links exist with the diocese, for example children in Years 5 and 6 are enthusiastic about their day in Winchester cathedral and advisers from the diocese regularly lead training for staff. The school meets the statutory requirements for religious education and collective worship.

SIAMS report June 2014 Longparish Church of England Primary School, Longparish, SP11 6PB