



National Society Statutory Inspection of Anglican Schools Report

Potterhanworth Church of England Primary School

Main Road
Potterhanworth
Lincolnshire
LN4 2DT

Diocese: Lincoln

Local authority: Lincolnshire
Dates of inspection: 28 November 2012
Date of last inspection: 31 March & 2 April 2008
School's unique reference number: 120534
Acting Headteacher: Debbie Challinor
Inspector's name and number: Ian Robinson 496

School context

This is a smaller than average-sized rural primary school where the majority of pupils are White British from a range of backgrounds. It draws pupils from the village and surrounding villages and is over subscribed. The proportion of pupils eligible for free school meals is below average while those with a statement of educational needs is above average. Since September 2012 the school has been led by an acting headteacher.

The distinctiveness and effectiveness of Potterhanworth 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. Everyone in the school community is valued and respected as an individual. Learners are encouraged to take on a wide variety of responsibilities and contribute well 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

- An inclusive community where all have a voice and are safe.
- The strong relationship between the school and the local church and community
- Collective worship which plays a central part in the life of the school and which nurtures and enables all members of the school to develop spiritually.
- Inspirational visionary leadership by the acting headteacher, R.E Coordinator and senior staff which enables every individual to achieve their potential.

Focus for development

- Develop reflective areas within the school and grounds and the provision of quiet reflection
- Develop the evaluation of collective worship
- Secure the leadership of the school

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

This is an inclusive school where every member of the community is valued. Access to the school building is restricted during the day which ensures that all members of the community are able to work in a safe and secure environment. Christian values are evident in the daily life of the school and encourage and nourish the development of all. Learners understand the need to incorporate the school's values of respect, fairness, commitment, trust, friendship and responsibility into their life and these values are evident around the school. The Christian ethos and character of the school encourages learners to care for and support one another well. Older learners show a caring attitude to younger learners and those who are elected as Junior Police Community Support Officers ensure that any who feel lonely or have concerns at playtime are cared for. Learners have the opportunity to influence the life of the school through their membership of the School Council, the "Munchies" healthy eating group and by serving as Junior Road Safety Officers. Learners who have special needs or lack self esteem are chosen to host their lunch party where they eat their school lunch with a group of invited friends using special cups and napkins. This opportunity is seen to help them to develop their self confidence. Religious education (RE) is given a high priority in the school. It is inspirationally led and taught and learners are enthusiastic and confident in speaking of God and faith. Older learners attend the annual Church Schools' Festival at the Cathedral and the suggestion made in the previous denominational report of a school Eucharist has been instigated. The school provides well for learners with special needs and disabilities and those with exceptional gifts and talents are being catered for. Within the local area there are very few opportunities for learners to experience other cultures and faiths. The school continues to address this issue and a variety of visits have taken place to a Hindu temple and the Holocaust Centre and visitors are welcomed into the school to discuss their beliefs. Learners enjoy learning about and from other major world faiths. The school does have a lack of space and opportunities for quiet reflection both within the school and in the outside areas are limited. Parents are welcomed into the school and regular opportunities are made to assist less confident parents in helping with their child's learning. The wider community is invited to attend collective worship which, on the first Monday of the month, is followed by a coffee morning. There are strong links with the parish church which is used for collective worship and other activities and which houses the school library. There is a caring and calm atmosphere in the school and learner's behaviour is excellent. In the classroom, around the school building and in the playground, they are seen to be caring and respectful, reflecting the schools values, which the staff lead by example.

The impact of collective worship on the school community is outstanding

Well planned collective worship plays a central role in the life of the school and is a mixture of class based and whole school worship in the parish church. It makes a positive contribution to the worshipper's spiritual development and all members of the school community attend. Those present show great respect for the occasion and each other. Both learners and adults speak of the importance of worship in their daily life. Collective worship and religious education contribute to other areas of the curriculum, for example the books used for guided reading linked the story of a Christmas tree to passages from the Old Testament. The local clergy visit the school to lead worship and learners have a good understanding of Anglican practice. The school is producing a form of Anglican morning prayer which can be led by older learners. All staff are given the opportunity to be involved in leading worship and most take up the opportunity. Learners take an active part in worship and are given the opportunity to participate by discussing issues with their neighbour as well as by responding to questions posed by the leader. High quality questioning skills are seen to engage learners who respond in a thoughtful, confident and mature manner. All learners show respect for worship and engage in the singing of the hymns enthusiastically. There are good displays and good use is made of candles as a focus for reflection. Links are made between Christian values and beliefs and those of other faiths, with the day to day life and experience of learners and with wider world issues. Prayer is important in the life of the school as seen through the learner's participation in producing the school prayer and hymn. Special festivals of the Christian year and those of other major world faiths are celebrated as part of collective worship. Learners speak positively about their enjoyment of worship. Following the last inspection, the school has begun to formalise the evaluation of collective worship by both staff and learners.

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

Following the retirement of the previous headteacher, the school has been led by an enthusiastic acting headteacher who has a clear vision for the future of the school and is committed to the church school ethos and values. Under her leadership, the senior team is passionate about giving every learner the opportunity to reach their fullest potential and they have worked hard to ensure that staff members feel valued and that their voices are heard. Parents and grandparents spoke warmly and positively about the school and its leaders and staff. The school's leaders have effective and robust monitoring procedures in place. Most governors visit the school regularly which helps them to know the school well and to have a clear understanding of the school and contribute to its improvement. Governors have ensured that funding is available to support pupils who might be at risk of underachieving. Foundation governors are supportive in helping maintain the distinctiveness of the school as a church school. There are strong links with the parish church and the local clergy are prominent members of the school team. RE is well resourced both in terms of resources and its space on the weekly timetable. The school has been chosen to be a pilot in the RE Quality Mark programme and expects to be awarded the silver mark. Staff are confident in their teaching of RE and make good use of the investment the school has made in Godly Play. The school leaders allow the school to go off-timetable at the beginning of term to enable the school to explore the implications of one of the school values in the life of the school community which are promoted across the curriculum, in reflection time and in collective worship.

SIAS report November 2012 Potterhanworth Church of England Primary School,
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