



## National Society Statutory Inspection of Anglican Schools Report

### **Bardney Church of England and Methodist Primary School**

Henry Lane  
Bardney  
Lincoln  
LN3 5X3

#### **Diocese: Lincoln**

Local authority: Lincolnshire  
Dates of inspection: 14 September 2011  
Date of last inspection: 2 July 2007  
School's unique reference number: 120589  
Headteacher: Mr Garth Hicks  
Inspector's name and number: Mrs Patricia Ruff 537

#### **School context**

The school is smaller than average. The large majority of learners are from White British backgrounds with a wide range of socio-economic backgrounds. The current proportion of learners with additional needs is average as is the number of learners eligible for free school meals. The headteacher was appointed in September 2009. Recent building work has enhanced the learning environment considerably.

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

A strong ethos reflected through the school's Mission Statement promotes positive attitudes which impact on relationships, motivation and sense of belonging to create a distinct Christian character. Good relationships ensure the core values of trust, forgiveness and reconciliation are at the heart of what the school does resulting in high expectations of behaviour and effective working relationships.

#### **Established strengths**

- An explicit, shared vision established through strong leadership of the school and based on the Anglican and Methodist tradition.
- Good relationships between all stakeholders resulting in a sense of pride in the work of the school.
- A strong Christian ethos which creates the inclusive and caring environment reflected in the daily life of the school.

#### **Focus for development**

- Increase opportunities for learners to lead collective worship and to be regularly involved in its monitoring, evaluation and future development.
- Develop partnerships with other schools to address diversity through exploring global citizenship and world faiths.
- Embed current practice and fully develop the role of middle leaders to monitor and evaluate the school as a church school

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

The school's distinctive Christian character meets the needs of all learners very well. Individuals speak of feeling valued and well supported. They feel safe and are confident conflicts will be resolved. Parents and partners in the local community welcome the inclusive, open door approach which values learners as individuals. All stakeholders describe the impact of the Christian ethos on their own and others motivation to do well. Good role modelling by all staff ensures Christian values are lived out in the daily life of the school and behaviour is good. Across the curriculum and through the daily work of the school Christian values encourage spiritual, moral, social and cultural development which is also evident at social time including lunchtimes. There are strong relationships between staff and pupils which are reflected very well in the newly established Pyramid Club. Parents strongly expressed the view that all pupils' needs are addressed. The school environment makes a significant contribution to the distinctive Christian character of the school. This was seen through explicit signage in the indoor welcome area, reflection corners in each classroom and the spiritual garden. Of particular note the stain glass windows clearly communicate all that the school represents. All learners were able to explain the meaning represented in the designs of the windows and the significance to them as individuals.

**The impact of collective worship on the school community is good**

Collective worship is well structured to encourage learners to make thoughtful contributions which relate to the day to day life of the school positively influencing relationships and behaviour. Throughout worship learners were consistently engaged and reflected on the importance of rules in school through active involvement in a game of Snakes and Ladders. Very good use was made of technology to demonstrate the game whilst maintaining the focal point of the altar table. Much thought has been given to creating the right atmosphere for collective worship including a change in orientation in the hall to enable all participants to focus on the lighting of the candle, the prayer pockets and prayer banners displaying both the Lord's Prayer and School Prayer. Music including singing is an integral part of worship. Learners and adults take an active role through participation, monitor roles for music provision and leading aspects of the worship including prayer and the action song. Learners experience Anglican tradition and practice including the use of symbolism, liturgical colours, special festivals and church services, held jointly with the Methodist community including Founder's Day, Advent and a Messy Sunday Service in the community. Planning of collective worship is based on the Church calendar and the social and emotional aspects of learning programme (SEAL) and led by local clergy, staff and learners through class assembly. Parents welcome the opportunity to attend. The newly appointed collective worship co-ordinator / religious education (RE) subject leader has made a good start working closely with staff to develop an overview for the year. All stakeholders talk positively about their experience of worship with many stating it 'sets the tone for the day'. Although verbal feedback is gathered and staff regularly review the impact of worship a more formal evaluation process is needed that includes the observations and views of learners. This would enhance planning and future development and in particular enable learners to have a greater input into the delivery and evaluation of worship.

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

Much work has been done since the last inspection to ensure leadership and management of the school as a church school is effective and engaged with distinctive Christian values in developing a vision for the school. All stakeholders have a good understanding of the core values in particular trust, forgiveness and reconciliation and how they underpin the life and work of the school impacting positively on behaviour and attitudes to learning. This is now reflected in the opening statement of policies as they are reviewed. Throughout a period of change in leadership and effective succession planning the active group of strong foundation governors have created a clear vision for the school working closely with the Diocesan Education Team to develop the church school ethos. Effective partnership has been

developed and strong mutual support between school, parents and partners in the community is now apparent. All stakeholders can describe the impact of this work demonstrating a sense of achievement and pride in what has been achieved with one parent stating 'the school provides a great start in life, giving children confidence and a sense of belonging'. The current headteacher is empowering individuals to take on responsibilities ensuring they develop their leadership roles and have a sense of ownership. Through self evaluation the school has identified a need to develop partnerships with other schools to address diversity through exploring global citizenship and world faiths. The good work of the headteacher and foundation governors puts the school in a good position to sustain further improvement through rigorous self evaluation involving all stakeholders. Work started, especially by middle leaders, needs to be fully embedded and monitored closely to ensure maximum impact.

SIAS report September 2011 Bardney Church of England and Methodist Primary School,  
Lincolnshire LN3 5X1