



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

South Kilworth Church of England (VC) Primary School

Walcote Road
South Kilworth
LE17 6EG

Previous SIAMS grade: good

This inspection grade: outstanding

Diocese: Leicester

Local authority: Leicestershire

Dates of inspection: 10 February 2016

Date of last inspection: 25 January 2011

School's unique reference number: 120160

Headteacher: Angela Dewes

Inspector's name and number: Hilary Painter 817

School context

South Kilworth is a small rural school with 76 pupils on roll, of whom 54% live outside the catchment area. It was rated 'good' by OFSTED in 2014. Pupils come from a variety of social backgrounds. On entry, pupils are in line or slightly below age-expected levels of attainment. A number of children transfer in during KS2 but the school also regularly loses some pupils at the end of year 5, when they transfer to a local independent school. Since the last inspection provision has been opened for pre-school children and the school has joined the Affinity Teaching Schools Alliance.

The distinctiveness and effectiveness of South Kilworth as a Church of England school are outstanding

- The impact of the school's Christian values is strongly reflected in the spiritual, moral, social and cultural policy, which in turn underpins all other aspects of school life
- Leadership at all levels lives out the school's strong Christian ethos, which in turn is successfully enhancing the development of the school
- The strong partnership between the school and the local church has a very positive effect on the spiritual development and well-being of the whole school community

Areas to improve

- To continue to raise awareness of cultural diversity so pupils are equipped to meet the world outside their village 'bubble'.
- To raise awareness of diversity within Christianity and other faiths.

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

The visitor is quickly aware of outward signs of the school's Christian character. There is a peace garden and a reflective area outside and pupils speak easily and naturally about using these spaces for quiet reflection. There is great pride and respect for these areas and pupils show a reverent attitude towards them. Inside, the school's Christian values are clearly displayed in the entrance, in each classroom and around the school. These act as reminders of how and why they are important and how they can be achieved. Pupils confidently articulate the link between these values, Bible stories and their own behaviour. Those with no faith still speak positively of the school's character and feel that their opinions are respected. The school's Christian character firmly underpins the spiritual, moral, social and cultural policy (SMSC), which in turn drives all other policies. Pupils make at least good progress and achieve well in end of key stage assessments. A wide choice of extra-curricular activities inspires pupils of all abilities to develop their talents, some being set up in response to specific needs, others, such as music and sports, encourage the Christian values of endurance and fellowship. For example, 'Leading Ladies' has helped raise confidence to challenge gender stereotypes. Christian character is displayed in the way all stakeholders speak of the school as being a family and *koinonia* is a word frequently used. A member of the support staff tells how the school's Christian character and values have had a positive effect on her life. Staff speak about pulling together to support each other and among pupils, tolerance, trust, friendship and patience are evident, particularly at playtimes where all ages play together. The school has a pupil council/ethos group, which considers ways to develop the school's Christian character. Pupils speak about how they can apply to take on 'service' roles within school. Applying for these roles encourages pupils to self-evaluate and helps to build their self-esteem. Strategies to recognise and address bullying are embedded throughout the curriculum and reflect the Christian values of fellowship and caring. Staff awareness and pupils' confidence in raising issues means there is little evidence of bullying behaviour. The teaching of RE, using the diocesan syllabus, again underpins the distinctive Christian character of the school and pupils are actively encouraged to discuss 'big questions' and to be respectful and tolerant of the views of others. The ability of some older pupils to articulate their thoughts is impressive. Pupils learn about other faiths and cultures, but given its geographical position, this can be rather abstract. A range of visitors and visits, and links with schools in Zambia and France, help to address this and, as one pupil said, 'it's not what's on the outside that counts, it's what's inside'.

The impact of collective worship on the school community is outstanding

Collective worship is structured using the Diocesan schedule of themes, linked to Christian values and the church year. There are a variety of leaders including the staff, the incumbent, the curate and, recently, the school's ethos group has begun to organise acts of worship. Pupils say they particularly enjoy Bible stories and being able to take part in the worship. They readily speak of ways in which what they hear in collective worship, and the school's Christian values, helps them in their own lives. Worship takes place in the parish church at least twice a term and one of these visits follows Anglican form and liturgy. In Years 3+4, pupils are introduced to the Eucharist, which culminates in them taking part in a Wednesday morning parish service. Pupils' reverence in church and comfortable knowledge of the liturgy was observed at the Ash Wednesday service during the inspection. They were engaged in the service and the Key Stage 2 children who read and led prayers showed exceptional confidence and awareness of the congregation. The leading and explanation by the curate was totally appropriate for the pupils' level of understanding. Pupils were given the opportunity to be 'ashed' and about two-thirds chose to. Parents and members of the church also joined in. The caring way older children guided the younger ones and gently told them what would happen was impressive, displaying Christian values such as service and trust. The incumbent said that when he takes a service for the school he feels that they are all worshipping together, not just watching him. There is no hall in the school but each classroom has its own quiet area where there is a Bible, pupils' prayers and a small, tactile cross, which pupils said they hold as an aid to focusing thoughts and prayers. These look well used and pupils speak comfortably

about moments of prayer. Some older pupils say they welcome quiet times and speak of prayer being used for guidance, not just a list of thanks. One commented that, 'It helps me when I'm worried'. Older pupils, who wish to deepen their understanding of Christianity, can join an after-school group led by the curate. Understanding of the Trinity is explained and reinforced at the beginning of each act of worship by talking through 'opening the box' to place a Bible, a cross and a candle on the table. Sometimes collective worship takes place outside; pupils speak of occasions outside when they have gathered to remember and give thanks for a member of staff. Last year there was a Lent Walk and this year an Easter Walk is planned. Monitoring and evaluation of collective worship has improved since the last inspection, involving all stakeholders. Apart from increasing governor input into planning, monitoring and evaluation, parents' and pupils' opinions have been canvassed. This has resulted in more pupil participation and the development of the Ethos Group, which in turn is leading towards some pupil-driven worship. SK the bear is taken to each act of collective worship by a different group of children in turn and he writes about his experiences afterwards. SK likes the stories and answering questions about 'big things'.

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

A comment heard from several quarters during the inspection was that in school people live the values, they don't just teach them, which reflects the effectiveness of the leadership and management. Pupils and staff come together daily for collective worship, despite the lack of a school hall, and the positive impact of collective worship and RE is evident in relationships and behaviour throughout the school. There is a strong and mutually beneficial relationship between the school and the church. The school regularly appears on the parochial church council (PCC) agenda. Several governors are also PCC members and the head attends some of its meetings. Members of the PCC speak of the school as being important to the church and are looking for ways in which the school can make greater use of the church building. Members of the school regularly work alongside parents and the wider community on local projects including concerts and fundraising. The school development plan (SDP) has input and evaluation from all stakeholders and the Christian values of the school are explicitly prioritised in the aims and goals, with some projects specifically addressing the church school status. A foundation governors' committee has been set up, following the last SIAMS inspection, which monitors and evaluates this, reporting back at each governors' meeting. Over the last two years, the governors have been considering academy status and there is evidence of a great deal of fruitful discussion about the school's ethos and Christian values and the need to find an academy group which reflects the school's vision. Monitoring, evaluation and self-evaluation is evident from early years onwards, so that all feel they have input into their school. Both the incumbent and the curate spoke positively of the evaluation and feedback on their work. The school is a member of the Affinity Teaching Schools Alliance and the Leicestershire Diocesan Partnership, both of which benefit the professional development of staff. Governors also make use of training offered to them in areas such as monitoring and evaluation. Although South Kilworth is a small, rural school, every effort is made to ensure pupils' spiritual, moral, social and cultural development is enhanced by the wider curriculum, which includes extra-curricular activities, involvement in charities, visitors, a range of day visits and a residential trip for older children. In addition, the school has awards for science, languages, beyond bullying, e-safety, RE, sport and music, all of which highlight the service and endurance of the staff and leadership team in their efforts to do their best for the children in their care.