



National Society Statutory Inspection of Anglican Schools Report

Baston Church of England Primary School

Main Street
Baston
Peterborough
PE6 9PB

Diocese: Lincoln

Local authority: Lincolnshire
Dates of inspection: 13 October 2009
Date of last inspection: June 2006
School's unique reference number: 120514
Headteacher: Miss Frances Dicker
Inspector's name and number: Mrs Jackie Sheldrake 255

School context

Baston Church of England Primary School is a smaller than average school serving the village of Baston and surrounding rural area. The 170 pupils come from mostly white British backgrounds. A small but increasing number of pupils come from minority ethnic backgrounds. The school holds a number of nationally recognised awards and is recognised as a leading school for work in the social and emotional aspects of learning programme.

The distinctiveness and effectiveness of Baston Church of England Primary School as a Church of England school are good.

Christian values underpin all aspects of school life successfully guiding and enriching a deeply caring and inclusive environment. Pupils, parents, staff and governors are confident and committed partners in this achievement.

Established strengths

- Leadership and vision of the headteacher very well supported by the commitment of staff and governing body.
- High quality of collective worship and commitment to further pupil involvement.
- The profound depth of spiritual awareness apparent within the school and commitment to provide an environment of nurture and reflection.
- The outstanding quality of relationships throughout the school.

Focus for development

- Ensure that governor involvement in monitoring and evaluating impacts on the development of the school as a church school.
- Realise the planned development of furthering pupils' experience and understanding of living in a multicultural world.

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

This is a happy, inclusive and deeply caring school where Christian values guide and sustain the daily experiences of all. Relationships and personal development are outstanding. These achievements clearly illustrate shared values, a sense of belonging and very good role models provided by the headteacher and her staff. They also demonstrate the success of the social and emotional aspects of learning programme (SEAL) so effectively delivered throughout the school. Pupils enjoy school and feel safe and valued. They talk of how the staff 'look after us really well' and 'school is about learning but our teachers make it really

fun'. A well developed curriculum, supported by a wide range of clubs and enrichment activities, promotes pupils' outstanding spiritual, moral and social development. Cultural development is good and rapidly improving. Recent and ongoing curriculum developments are enabling pupils to gain a broader understanding of living within a multicultural society. Across the school achievement is high. In religious education (RE) very good teaching and high quality questioning techniques enabled pupils to reflect, make connections and deepen their understanding of concepts involved. Pupil behaviour and their concern for one another are outstanding and throughout the school pupils work and play very well together. Key Stage 2 pupils understand how 'teachers rely on older children to set a good example'. Pupils are increasingly seen as active partners in school development. Through the school council, regular pupil questionnaires and classroom discussions pupils are encouraged to contribute. They believe that their views and ideas are important to the school and that the headteacher and staff are 'open to discussion'. Pupils proudly point to recent developments where they have played a role and where they have sought to meet the needs of their peers. They speak with a mature confidence about the impact of such efforts on the life of the school and of the contribution they make to those in need through local, national and worldwide charity appeals. The school environment effectively nurtures the spiritual, moral, social and cultural development of pupils. This is well illustrated through the sensitive use made of the indoor and outdoor reflective areas.

The impact of collective worship on the school community is outstanding.

The commitment to providing high quality and spiritually focussed collective worship is outstanding and great strides have taken place in raising the quality of experience since the last inspection. Collective worship is at the heart of school life. It is greatly valued by all and seen as a time of reflection, prayer and celebration. Pupils' enjoy the occasion. In discussion Key Stage 2 pupils confirmed the high level of pupil engagement and commitment to collective worship. They speak of the positive impact of collective worship on their lives and understand the need to make each occasion meaningful for themselves and for others. Pupils are able to reflect and take meaning from their experiences in worship and relate them to their lives in general. This was well illustrated during the worship observed when individual pupils came forward to speak of the link they felt between the worship focus of 'light' and their relationships with others in school. This was a deeply moving occasion which provided outstanding support for spiritual development. Pupils are increasingly active participants in the delivery, evaluation and development of worship. Their views and ideas put forward in a recent questionnaire have impacted on daily experiences and continue to form a central thrust in ongoing developments. Pupils keenly want to be further involved as seen by their over subscription of the 'lighting the candle' group. At these weekly meetings, led by the worship leader, pupils explore the skills and issues surrounding the delivery and development of school worship. Planning for collective worship is thorough and content reflects the Christian ethos of the school with links to the wider school curriculum and to the SEAL programme. The development of worship and pupils' understanding of Anglican practice are well supported by the parish priest. She regularly leads collective worship in school and in church in celebration of major Christian festivals and school occasions. Parents value the contribution made by collective worship to the development of their children and their attendance at services held in school and church is growing.

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

The leadership and vision of the headteacher in strengthening the Christian ethos of the school is outstanding. In this strongly focused endeavour she has received good support from members of staff, foundation governors and the governing body. Christian values now guide all aspects of school development and form a strong feature of school policy and documentation. The headteacher, staff and governing body work closely together successfully monitoring and evaluating the work of the school with school improvement planning focussed on meeting the needs of all learners within a Christian context. In this the school is successful. All members of the school community are able to contribute to the school's evaluation and without exception pupils, parents, staff and governors spoke of the value placed on their contributions. However the role of foundation governors in supporting ongoing evaluation of the work of the school as a church school is an area in need of further development. Pupils make a positive contribution to school life. They are becoming increasingly involved in the development and delivery of collective worship and their

commitment to the spiritual dimension of the school is to be commended. Collective worship and RE have a high status. These areas are well led and receive outstanding support. The issues highlighted in the previous denominational inspection have been successfully achieved and now contribute to the recognised strengths of the school. Links with the Diocese, the parish church and the local community positively enrich the development of the school and contribute well to community cohesion. Extensive links with local schools and outside agencies enrich the life of the school and plans to further involve the wider community will allow greater pupil understanding of other world faiths and cultures.

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