

Statutory Inspection of Anglican Schools

SIAS inspection briefing

School: The Henry Prince C.E. (C) First School

Date of inspection: 14TH

Inspector: Rev. Alison Morris

Introduction

The *SIAS Inspection Briefing* (SIB) is a summary of the inspector's pre-inspection evaluation, drawing on the evidence available at that time, and provided for discussion with the school. It identifies the main focus for the inspection and the particular issues that will be explored during the inspection before coming to conclusions about the four key questions in the SIAS framework for inspection. It will form the basis for discussion with the school's senior leaders during the inspection.

Focus for Development from last inspection

Involve all stakeholders in exploring and re-affirming the Christian nature of the school through a constructive review of all school documentation.

Develop the learners understanding of Anglican faith and practice.

Involve all stakeholders in the evaluation of the impact of the work of the school as a church school on the pupils.

Develop the participation of pupils in whole school worship.

How well does the school, through its distinctive Christian character, meet the needs of all learners?

Summary analysis

- Graded 3 in the Toolkit.
- Evidence from Toolkit suggests that core Christian values underpin and enriches some aspects of school life including Vision and Mission Statement, Collective Worship Policy and RE policy, the school website and general curriculum
- School aims appear to be specifically Christian, with strong Anglican elements. A positive ethos based on Christian foundation permeates some aspects of school life and is promoted to some pupils and adults with care guidance and support based upon social, moral and spiritual development.
- Toolkit evidence suggests that the school environment both inside and outside appears to enhance the spiritual development of all pupils through Christian artifacts, areas for quiet contemplation, reflection and prayer in and out of the classroom.

- Behaviour is at least satisfactory with school and classroom rules which incorporate a code of conduct that supports learning in school, fosters a Christian ethos and mutual respect.
- Opportunities for spiritual development which acknowledge God is working with them, through them and for them are provided through visual display, acts of worship and areas for quiet contemplation and prayer.
- Pupils appear to exist in an inclusive community which has a commitment for Community cohesion which is integral to school life and impacts on pupils development as citizens of a local community.
- Relationships appear to be good with evidence which points to a harmonious school with all stakeholders working collaboratively together.
- Spiritual, moral and social; and cultural development appears to be satisfactory and there is a strong culture of respect where pupils have high self esteem, belief in themselves, feel safe, valued and appreciated.

Hypothesis

There is a secure evidence base in the toolkit which indicates that the school offers a caring and at times Christian environment which goes some way to meeting the needs of all the children and their families. Christian values appear to be in place.

Issues to explore during the inspection

- Reflect upon to what extent the school sees itself with a distinct Christian nature and character associated with an Anglican church school
- Explore the pupil’s understanding of Christian teaching and its influence on their lives.
- How well the pupils can articulate that they belong to a Christian school, and the effect that this has on their behaviour, attitude to others and their care and concern for their community

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What is the impact of collective worship on the school community?

Summary analysis

- Graded 2 in the Toolkit.
- Worship has an important part in the daily life and work of the school which sometimes informs the thinking and daily actions of the school community making it a positive experience.
- Pupils appear to enjoy, consistently engage, respond well and value worship.
- Regular links exist with the church including frequent clergy visits to school, contribution to parish magazines, celebration of festivals such as Harvest and Christingle and the role of the Foundation Governors.
- Anglican traditions and practice are used to celebrate and engage across school worship so pupils are familiar with some examples of practice and tradition.

- Evidence from Toolkit suggests prayer which is integral to school life and worship appears good supported by artifacts, worship table and contemplative areas.
- Planning is based on range of themes including Christian Festivals and Biblical Teaching that is relevant to the pupils experience and behaviour and is consistent with the ethos and values of the school supported by an improved range of resources to facilitate quality of worship.
- Participation by pupils is actively engaged in prayer, reflection and praise.
- Value and importance is given to reflection, nurturing, understanding and expressing of pupils Christian faith and belief.
- Some significant time is given to other world religions which are recognized, affirmed and respected through celebrating major festivals.
- Policy and practice to evaluate and monitor the impact of collective worship appears to be satisfactory with some formal monitoring including pupil voice from School Council and parent’s questionnaire.

Hypothesis

Evidence suggests that worship appears to be important and a valuable part of the school life. This points towards members of the school sharing a valuable and spiritual experience together.

Issues to explore during the inspection

- The impact of worship on the pupils in terms of spiritual development as a result of the worship experience
- Clarify the role of pupil involvement in the planning and delivery of worship through worship long term plan within Action Plan.
- Explore pupils understanding and views in what being a member of a church school means to them through Christian values and a broad spectrum of Anglican traditions and practice
- Investigate the ways in which professional development needs of staff and help with whole school issues can be identified and achieved

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How effective are the leadership and management of the school as a church school?

Summary analysis

- Grade 3 in the Toolkit.
- Evidence suggests that the leadership and management by the school leadership team appear to be at least satisfactory.
- Engagement of all stakeholders in developing, understanding and communicating its vision for the school is at least satisfactory.
- Evidence suggests that pupils have some opportunities to prepare them to be well equipped for life in the modern world through a variety of activities which enriches some of the pupil’s experiences.
- Sound and healthy partnership between school and church is embedded through work of Foundation Governors supported by local clergy and diocese.

- Partnerships between the wider church, church community, diocese, parents and school appear to be at least satisfactory.
- Development of future leadership is to be developed in the future in which the school has new challenges related to the spiritual and professional development of staff.
- Toolkit evidence suggests that pupils will in the future have increased opportunities to prepare them for the wider world through developing links with global communities such as a school in Kenya.
- Evidence suggests that there is some level of challenge embedded into the system by Foundation Governors to monitor and evaluate the Christian nature and distinctiveness and its impact upon its pupils.

Hypothesis

Evidence suggests that there is a vision which reflects the Christian foundation but it is not clear to what extent all stakeholders in particular Foundation Governors had opportunity to contribute, monitor or evaluate their effectiveness in developing the school's Christian distinctiveness

Issues to explore during the inspection

- Reflect upon the extent to which the Head Teacher's Vision is understood by all different stakeholders in particular Foundation Governors
- Explore the key involvement of the Foundation Governors in relation to monitoring and evaluation of the school's Christian distinctiveness and the impact of the school as a church school upon its pupils
- Clarify opportunities for staff and governors to derive opportunity for inspiration, spiritual growth, and professional development or training for future spiritual leadership which will affirm the Christian distinctiveness
- Confirm to extent to which stakeholders had opportunity and appropriate space for reflection and contribution towards formation of the aims and their links with Christian values
- Clarify opportunities for pupils to celebrate the multi-cultural diversity to prepare them to experience diversity for like in our multicultural and multi faith society.

Main focus for the inspection

To evaluate the monitoring and evaluation policies and practices associated with ensuring the distinctiveness and effectiveness of Henry Prince C.E. (C) Primary School as a Church of England School.