



National Society Statutory Inspection of Anglican Schools Report

Billingham Church of England Voluntary Controlled Primary School

Fen Road
Billingham
Lincoln
Lincolnshire LN4 4HU

Diocese: Lincoln

Local authority: Lincolnshire
Dates of inspection: 1 and 5 May 2009
Date of last inspection: 6 and 10 February 2006
School's unique reference number: 120515
Headteacher: Mr Richard Allen
Inspector's name and number: Mrs Judith Dickin NS 439

School context

Billingham Church of England Primary School is a small rural school. Pupils are drawn from a wide surrounding area and the number on roll is falling. The majority of pupils are from white British backgrounds, though a few are learning English as an additional language. The proportion of pupils with learning difficulties is above average. The Headteacher has been in post since January 2008.

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

This is a warm and friendly school where staff make a considerable effort to ensure pupils and colleagues are valued as individuals and where a tangible bond of trust is shared by all. Within such an environment the community grows in friendship and confidence and relationships at all levels reflect the Christian ethos and aims of the school.

Established strengths

- The visionary leadership of the Headteacher.
- The inclusiveness of the school in which 'every person matters' and relationships are strong.
- The very close links with St Michael's Church both through the clergy and the worshipping community.

Focus for development

- Ensure governors are more fully involved in monitoring and evaluating the distinctiveness and effectiveness of the school as a church school.
- To reinforce the centrality of collective worship to the life of the school, by ensuring the policy for collective worship reflects current practice.
- To realise current plans for the new entrance both internally and externally ensuring they enrich opportunities for spiritual and cultural development.

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

The school's motto, 'every person matters' is demonstrated through the commitment at all levels to meet the varying and diverse needs of every individual in the community. The school works in close cooperation with the children's centre, learning support and advisory staff. This together with recently improved procedures for assessment and pupil tracking combine to provide an extensive support network within this caring school. A number of nurture and focused intervention groups and the setting of challenging targets, ensure pupils in Year 6

develop as articulate and confident young people. Pupil achievement both in and out of school is celebrated. Staff and pupils alike, praise the efforts each other make. This raises self-esteem and ensures all are valued. The local church community makes a valued contribution to the school seen through the support the school received and continues to receive in the aftermath of a recent local tragedy. The staff, governors, and school council together with parents recently reviewed the schools aims, which strongly celebrate the Christian foundation of the school. All adults in school model the school's behaviour policy, which is firmly based on the Christian values of forgiveness and reconciliation and each day is celebrated as a new start. A wide range of clubs, including the school's Breakfast club, a Christian club named Awesome and a range of sport and art clubs cater for the different interests of pupils. The school council present their carefully considered views with conviction and they are listened to. Parents value the school's close links with the church as it helps their children feel comfortable in church. Through modelling baptism, as part of religious education, pupils become familiar with Anglican faith and practice. Parents describe the school as warm, caring and approachable, with a positive Christian ethos. The parent teacher association raises funds in support of school development and currently they are supporting the purchase of a cross to enhance the school's Christian ethos. Art and Music make a significant contribution to the pupils' spiritual, moral, social and cultural development.

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

A range of Christian artefacts accompanied by carefully displayed values for the term enhance the setting for collective worship. The foundation governors have been supportive in exploring yearly themes for collective worship based on Christian values. Children now make a strong contribution to worship either by leading it or by posing questions that extend understanding and aid reflection. Their efforts were seen to have a powerful effect on those present and demonstrate that worship is a special and spiritual time where participation by pupils and staff is encouraged. Throughout the year classes share worship with their parents and each term, worship is celebrated in St Michael's Church, marking Christian festivals and special events in the life of the school community. The vicar, curate and Bishop's visitor regularly contribute to collective worship in school and support religious education and spiritual development through story telling and the provision of resources. Pupils have a wide experience of prayer. They are familiar with the Lord's Prayer and the school prayer. This is clearly displayed in the hall accompanied by a prayer tree where children's individual prayers are welcomed and valued.

Worship is carefully planned with time for reflection built in. Pupils respond quietly and even the youngest children contribute to the tangible stillness this evokes and are ready to share their thoughts. The school now needs to consider how this already moving time, might be further advanced. When reviewing the policy for Collective Worship, this needs to reflect current practice, by affirming the significance of this central event to the life of the school community.

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

The Headteacher's strong leadership through a challenging time for the school is evident in the continued centrality of the distinctiveness of the school as a church school. Using diocesan guidelines, the aims of the school have been revisited by staff, governors, pupils and parents. These are prominently displayed in school and in school documentation and are lived out in all aspects of the school's daily life. The school has ensured the development areas of the last inspection have been addressed. Within the current staffing restructure, a subject leader for religious education has been allocated. The subject leader, in liaison with the diocesan religious education adviser, has produced detailed and exciting plans for this subject over the next two years, within the wider school development plan. Detailed plans are also in place to develop further the Christian distinctiveness of the school. These include a new entrance to the school, for which artwork celebrating links with St. Michael's Church has been commissioned. Although most governors have a monitoring role within school, and there are governors allocated to both religious education and collective worship, their role needs to be developed further. Governors recognise the need to contribute formally to the self-evaluation of the school as a church school. Changes are in place for leadership to be distributed further, with the shared commitment of governors, staff, parents and pupils; this will continue to raise standards across the curriculum. The school works closely with a number of agencies and organisations and has secured extended funding for art and music

projects. The local on site secondary school is closing this year; the school through its social and emotional aspects of learning (SEAL) programme is working with the Year 6 children to allay the concerns of those children who would have normally attended this local school. Children are involved in decision making, through discussion and their ideas are incorporated, where possible, into the daily life of the school. The school's support of national charities and local projects enriches links with the local community and adds to the global dimension of the curriculum.

SIAS report May 2009 Billingham Church of England Primary School, Lincoln, Lincolnshire, LN4 4HU