

National Society Statutory Inspection of Anglican and Methodist Schools Report

Worksop Priory C of E Primary School

Holles Street

Worksop
S80 2LJ

Diocese: Southwell and Nottingham

Local authority: Nottinghamshire

Dates of inspection: 11th February 2014

Date of last inspection: December 2008

School's unique reference number: 122823

Headteacher: Philip Abbott

Inspector's name and number: Stephen Gleave 798

School context

Priory is a smaller than average school with 205 full time pupils plus 60 part time in the nursery. There is no designated catchment area, rather the school serves the local community. Currently 59 pupils are eligible for free school meals, representing 29% of pupils. The intake overall has an extremely varied social composition. Most pupils are White British with an increasing number of Polish children (5%). Most pupils are from the Worksop South East ward which has many indicators of high levels of deprivation. Increasing numbers of pupils joining from other schools have low attainment and attendance or behavioural issues. The headteacher, Philip Abbott, has been in post since September 2011.

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

- Christian character pervades every aspect of school life and is explicit throughout the spiritual, moral, social and cultural development of every child.
- Collective worship makes a very valuable contribution to the spiritual development of the whole school community. Worship is often vibrant and is highly valued by both pupils and staff.
- The teaching of Christianity is at the heart of Religious Education as is learning about and from other religions and respecting them.
- The school has extremely effective leadership ensuring that the distinctive Christian character has an outstanding impact on pupil's personal and academic development and the well-being of all members of the school community.

Area to improve

- Extend the learners understanding of the role of the Christian church at local, national and international level.
- The level of pace and challenge for all pupils in lessons.

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

The spiritual, moral, social and cultural development of the children is outstanding because it is underpinned by the distinctively Christian values that pervade every aspect of school life. Pupils start school well below nationally expected levels, they then make good and often outstanding academic progress. The school has very high aspirations for all the children. The school actively promotes good attendance and punctuality so that attendance is now good. Children want to come to the school where the caring, nurturing environment helps them to excel. Pastoral care is very actively promoted throughout the school and this has a significant impact. Pupils act as negotiators to resolve problems in an effective and meaningful way. Learners are given wide opportunities to reflect on faith, belief and values such as mutual respect and forgiveness. They can demonstrate an outstanding ability to use a wide range of vocabulary to describe feelings and emotions. One child said, "If you believe in God it helps you with your life." The clear Christian character and values of the school mean that behaviour throughout the school is outstanding. Relationships between all connected with the school are of the highest order. This enables the school to thrive. Pupils say that religious education (RE) lessons are fun and exciting. Standards are extremely high and this makes a telling contribution to shaping the Christian character of the school. Pupils have a clear understanding of a diverse range of religions.. They respect diversity within the church and other faith communities and this is directly enhanced by a range of visits and visitors to the school.

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

All staff and pupils in school are highly engaged with the worship. On the day of the inspection they all joined together actively as talk partners to discuss the family values promoted in the Bible through the Old Testament story of Ruth. Pupils were able to relate this to their own life. Records show that Biblical teaching and Christian values are central themes of collective worship and evaluations indicate that the impact is outstanding which is a view supported by parents, governors and pupils. Children understand the purpose of prayer and they also pray in a variety of other settings such as the classroom or the headteacher's office. One child said, " I pray to let God know I believe in him and trust him," Worship is led by a variety of leaders in different settings. The church is regularly visited by the whole school and the incumbent regularly leads worship to very good effect. Pupils and parents are inspired by worship and their attendance at various church groups and activities have dramatically increased in recent times. Learners are fully involved in leading acts of worship, to the extent that an assembly club meets at lunchtimes to develop new ideas which they confidently articulate. The worship observed on the day of the inspection was extremely well planned and delivered, setting a theme and tone for the day which was later to be seen in classrooms. Displays around the hall reflect the strong Christian elements of worship and the ethos of the school. Pupils were able to offer love, joy and peace as important aspects of their Christian lives and sang with great enthusiasm to praise God.

The effectiveness of the religious education is outstanding

Standards of attainment in RE are in line with other subjects in the school and are well above national expectations by the end of each key stage. Lessons were observed in every class and teaching and learning was never less than good and often outstanding. Pupils have a highly developed vocabulary which they use to good effect to describe aspects of faith, values and emotions. However where lessons are not outstanding some of the tasks were not sufficiently challenging for all pupils. The curriculum is well planned and delivered in a way that pupils enjoy. Lessons are often vibrant and extremely well resourced as the subject has a very high profile in the school. Children are encouraged to have their own

thoughts and opinions. When questioned as to why Noah built the ark a five year old replied, "Because God told him to." The teaching has developed reflective and articulate pupils who can relate aspects of religions to their own lives in a very meaningful way. RE lessons have a real sense of awe and wonder including when members of other religions visit the school and pupils show great knowledge and understanding of other faiths. Leadership of the subject is outstanding. An extremely efficient means of planning and assessment has been developed and progress is closely tracked and monitored. This has had a real impact on standards.

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

Christian values are the fundamental driving force in the strategic management of the school and this is reflected in every facet of school life. The Christian vision is clear to see and is acknowledged by all stakeholders. This has enabled educational, social and economic obstacles to be overcome to create a very special place where pupils thrive both spiritually and academically. The partnership with the local church and community is strong and mutually supportive, enabling children and families to benefit and develop in places where they are valued and very well cared for. Children and families are welcomed and nurtured from a very early age so that they can develop the skills and emotional development which they need in order to thrive. The headteacher and senior leadership team lead from the front, by example. They demonstrate high levels of pastoral care and utilise highly effective systems relating to the emotional development and well-being of children and staff. Governors offer an effective balance of challenge and support and are rightly proud of their school. Arrangements for collective worship and RE meet statutory requirements and much more as they make a significant contribution to the success of this outstanding school.

SIAMS report February 2014 Worksop Priory C of E Primary School S80 2LJ



ARCHBISHOP'S COUNCIL
EDUCATION DIVISION



The Methodist Church 

SIAMS Judgement Recording Form (JRF)

This form is to be attached to the main SIAMS report and returned to the diocese in which the school is situated and to the National Society.

School Name	Workshop Priory C of E Primary School
School Address	Holles Street, Workshop, S80 2LJ
School URN	122823
Date of Inspection	11 th February 2014
NS Inspector's Number	798
Type of Church School	Voluntary Aided
Number of Pupils	205 + 60 part time
Phase of Education	Primary
Name of Critical Reader	
Has Diocesan Quality Assurance been obtained for this Report? / No	

	Rating 1-4
How distinctive and effective is the school as a Church School?	1
How well does the school, through its distinctive Christian character, meet the needs of all learners?	1
What is the impact of collective worship on the school community?	1
How effective is the religious education?	1
How effective are the leadership and management of the school, as a church school?	1
The school meets the statutory requirements for collective acts of worship	1
The school meets the statutory requirement for religious education	1