



National Society Statutory Inspection of Anglican and Methodist Schools Report

Shalfleet Church of England Primary School

Station Road,
Ningwood,
Newport,
Isle of Wight,
PO30 4NN

Previous SIAMS grade:	Outstanding
Current inspection grade:	Outstanding
Diocese:	Portsmouth and Winchester
Local authority:	Isle of Wight
Date of inspection:	5 October 2015
Date of last inspection:	6 October 2010
School's unique reference number:	118188
Headteacher:	E. Grainger
Inspector's name and number:	J. Welford 576

School context

Shalfleet is a smaller than average primary school where there are 160 pupils on roll with classes arranged in single year groups. It is part of a strong, supportive hard federation with a neighbouring school who share the same governing body and acting headteacher. The school serves a wide area and the vast majority of pupils are from a white British background.

The distinctiveness and effectiveness of Shalfleet as a Church of England school are Outstanding

- Strong Christian values permeate the school; these are readily discussed with links made to Biblical contexts.
- There is a dedicated leadership team who actively strive to develop Christian values in the school community.
- Collective Worship that is engaging, encourages reflection and is highly relevant to pupils' lives.
- Christian values are lived out in the excellent relationships in the school family which results in exemplary behavior.

Areas to improve

- The school needs to embed the comparatively new approach to the teaching of RE, ensuring excellence across the school.
- Explore ways for children to regularly plan and lead worship to enable them to have more ownership.
- Develop the skills of all staff to ensure that effective succession planning is in place.

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

The school focuses on three central Christian values of Respect, Determination and Relationships (Radar) which are embedded in the life of the school. Pupils are able to identify and link them to everyday life and their understanding of Biblical texts, such as a pupil linking the importance of determination in the lives of Moses and Pharaoh in religious education (RE) and in his own life. Parents state that pupils are able to see how important these values are now and for their future. Links to these values are made throughout the curriculum and in worship such as to determination when studying the topic of the space race. The school environment also reinforces these values. The Christian character of the school also influences the Social, Moral, Spiritual and Cultural (SMSC) development of learners, particularly in spirituality, where helpful illustrations and descriptions enable children to identify how this affects themselves and the people around them. The curriculum also now links opportunities to develop these aspects such as in Year 6 when studying the body, pupils realise they have to make moral choices in how they look after their bodies. There are also opportunities to ask 'Big Questions' such as 'Why is the human body described as a masterpiece?' and social and moral aspects of SMSC in the various roles of community. Parents are overwhelmingly positive about the ethos of the school and believe the Christian distinctiveness adds to its strength and ensures excellent school attendance. They spoke of their great confidence in, and affection for the staff team, whom they felt went out of their way to ensure the welfare and nurture of every pupil, including those with special needs. This view was echoed by the incumbent, who described the dedication of the staff in putting the pupils' needs first as 'humbling to work with'. The excellent relationships pupils had with one another across the whole school was also remarked upon. Pupils are encouraged to think about, and understand the needs of others. Charities, some of whom the pupils have chosen, such as the earthquake victims in Nepal, are well supported. The school ensures that pupils have a good understanding of other countries and each class studies life in another country e.g. France and Brazil. In this way pupils learn about other cultures and faiths and about Christianity as a world faith. The approach to the teaching of RE which the school is now using, enables pupils to readily engage with the subject and stimulates deeper discussion and understanding.

The impact of collective worship on the school community is outstanding

Collective Worship reflects the strong Christian ethos of the school. Worship regularly includes links to Biblical material and Christian values, especially the three main values of the school. The worship is distinctively Christian, with Jesus at the centre. The worship observed was 'Open the Book', where a group of Christians from West Wight Churches portrayed a story of King Solomon in drama, demonstrating the value of wisdom. Pupils are very attentive and say that they learn from these stories as they often relate them to their own life experiences and to the lives of others. Christian values, Bible stories and readings, reflection, prayer, drama, humour and enthusiastic singing all contribute. Pupils agreed that they enjoyed the regular role-play opportunities, which, as one child put it, 'are fun and help us understand the stories better.' There are good links to the parish church, St. Michael the Archangel, with school and community worshipping together for the Christingle and Easter services; the distance of the parish church from the school makes more regular services there difficult to manage. The incumbent usually makes weekly visits to class worship and is also a school governor. He assists the school in ensuring Collective Worship makes an important contribution to the pupils' understanding of the church year and the celebration of major Christian festivals. Pupils understand the value of personal prayer and reflection and contribute confidently and sensitively to prayer in worship; they say their own prayers, often extemporarily, learn prayers such as the Lord's prayer and candle prayer and write their own prayers in special class books. This demonstrates how prayer is an integral part of the life of the school. Staff, Governors and pupils are involved in evaluating worship and pupils have certain roles in collective worship, such as carrying the class candle and cross. The school has focused on developing pupils' understanding of spirituality with helpful visual cues. Monitoring and evaluation have a clear purpose and the

need to find ways to involve older pupils in leading and planning worship has been identified by the school.

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

Christian values lie at the heart of all aspects of school life and this creates a vibrant, caring learning community. Subject leadership for RE and collective worship are outstanding and this contributes to the excellent Christian distinctiveness and character of the school. Governors are regular visitors to the school and know the school very well and fully understand the impact of Christian values on pupil achievement and well-being. They are fully involved in monitoring the performance of the school and the school's self-evaluation document is used to clarify the present position of the school and inform continuous improvement. Alongside the senior leaders, the governors ensure that all areas of the school's distinctiveness, including RE and worship, retain a high profile. Self-evaluation is robust and provides an honest view of the school's performance and areas for development. The school is very open and transparent in its desire to do the very best for every parent and child; this is fully appreciated by pupils and their families. Relationships are excellent and the acting headteacher and staff are praised for their constant care, compassion and support given to pupils and parents alike. The parents are very appreciative of the Christian care demonstrated in ensuring that the wellbeing of every child and every family is paramount. Parents are immensely proud of their school, giving excellent support. The parents and children are consulted whenever possible. The Junior Leadership Team and Learning Leaders are involved in many aspects of school life, such as monitoring aspects of worship and charitable fund raising. A Bible Explorers club was initiated for older pupils to help extend their understanding. Excellent use is made of support and training offered by the Diocese, especially by the RE leader who has an excellent knowledge of the subject throughout the school and ensures high standards are maintained. All developmental aspects of the previous SIAMS inspection have been completed in a most effective way, especially through regular Church School group meetings involving parents, staff and governors. The Governing Body are now actively seeking a new headteacher following the previous headteacher's retirement. Arrangements for RE and collective worship meet the statutory requirements.