



National Society Statutory Inspection of Anglican Schools Report

Long Sutton Church of England (VC) Primary School

Hyde Road
Long Sutton
Hampshire
RG29 1ST

Diocese: Winchester

Local authority: Hampshire

Date of inspection: 20/05/2009

Date of last inspection: 01/02/2006

School's unique reference number: 116298

Headteacher: Angie Harding

Inspector's name and number: Mrs Mary Hillman (NSI No. 297)

School context

Long Sutton Church of England (VC) Primary school is a small school which serves pupils from the village of Long Sutton and the neighbouring rural communities. The school is usually oversubscribed and pupils come from a variety of socio-economic backgrounds. Most pupils are of a white British heritage. The school has achieved the Activemark, the Healthy Schools Award and Investors in People status. There have been recent major changes in staffing and the Headteacher and Parish Priest both took up post in autumn term 2008.

The distinctiveness and effectiveness of Long Sutton Church of England (VC) Primary School as a Church of England school are outstanding with a clear capacity for further development.

The school is a model of good practice in terms of inclusion and meeting the needs of all learners with excellent provision for personal development and well-being.

Established strengths

- The warm, friendly inclusive, Christian family atmosphere of the school where each individual is known and valued.
- Dedicated and committed staff that are experienced and possess excellent subject knowledge and thorough understanding about learning.
- The enthusiastic team, whose collaborative behaviour promotes, encourages and models love, care, support and community.
- The strong link between the school and church places both at the centre of the community.

Focus for development

- Complete the monitoring and evaluation of collective worship.
- Seek Diocesan support on how pupils can take a more active role in prayers and the use of classroom spiritual areas.
- To develop the learners' understanding of other communities through further exploring links with Uganda.
- Review all planning to ensure pupils have a secure knowledge of religions studied.

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

Grade 1

Relationships within the school are exemplary. Induction starts before pupils enter school with play afternoons in the summer term and this develops into excellent profiles in the Reception class. Staff know pupils well and share information enabling early intervention with support or extension as required. All pupils feel special and part of a large family being listened to and valued for what they can bring to the community, celebrating and supporting differences both in and outside school. The achievements, contributions and opinions of pupils are respected and pupils are given 'special' time to individually talk to the headteacher as well as celebration assemblies. This positive environment encourages pupils to be actively engaged in their learning and as a result behaviour is excellent. Pupils are given excellent opportunities to take responsibility enabling them to show Christian tolerance, care for others and practice peer mediation i.e. House Captains, Buddies, Heart of the Community and STEP awards. The School Council provides excellent opportunities for the pupils to express their views through class representatives and the suggestion boxes, empowering them to make decisions and bring about positive changes in school including being involved in the recruitment of the headteacher. The outside area maximises constructive play and helps develop confidence and offers excellent opportunities to reflect. Pupils are involved in both local and national activities making the school high profile in the village. Pupils regularly support those in less fortunate circumstances than themselves but do not have a stereotypical view of the majority world. The development of Rights, Respect, Responsibility (RRR) curriculum and the link with a school in Uganda is also helping to develop understanding of the national and global community.

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

Grade 2

Collective worship is central to the life of the school and is based on developing Christian values and moral codes whilst fostering a sense of community and belonging. The calm daily routine centred on the Collective Worship table helps to provide a reflective environment. Pupils enter and leave with calm and respect. Pupils listen attentively and respond enthusiastically but thoughtfully and reflectively when asked to contribute. Weekly themes focus on the Christian calendar and Bible as well as links with other faiths and cultures focusing on similarities. As a result the pupils are given good opportunities to experience many elements of the Anglican tradition and have a sound understanding of the main events in the Christian calendar although the knowledge of other faiths is not yet secure. The plan is not yet monitored and evaluated by all participants. Children take an active role, sometimes playing instruments, acting, volunteering and answering questions ensuring that they are motivated and feel involved. Prayers are often read by adults and there are limited opportunities for pupils to develop their own. The spiritual areas in each class are not always used by pupils. Regular visits to the Church for both curriculum and services reinforce the pupil's understanding of the liturgical year. Staff, local clergy and visitors lead worship allowing pupils to encounter a variety of styles in a variety of groupings (whole school, key stage and class). Good use is made of the local clergy and the church. The staff set high expectations for pupil's moral, social and spiritual development and include items from real life thereby making it memorable i.e. video clips, stories and artefacts.

All areas for development in the last inspection report have been addressed.

The school meets the statutory requirements for collective worship.

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

Grade 1

The headteacher and governors provide outstanding Christian leadership of the school and work in close partnership. Despite many changes in the last two years staff work well together as a team and leadership is beginning to be distributed within an atmosphere of sharing and problem solving. All stakeholders are empowered and involved in whole school improvement underpinned by Christian values. Professional development is strongly encouraged and supported, enabling everyone's skills to be developed and improved, enhancing the learning experience for pupils and allowing strengths to be fostered and weaknesses improved, thus encouraging staff to believe in their own abilities while focussing on achieving a work life balance. By valuing individual contributions confidence has been increased and this has enabled a strong staff team to rise to the challenge of continued improvement. Using these strategies has strongly contributed to the school maintaining high standards during the period before the current headteacher took up post. Close liaison with local schools and colleges further enhances curriculum development, collaboration, partnership and shared resources (i.e. Swimming pool, musical workshops). Good teaching is well supported by an experienced and enthusiastic RE subject leader as well as local clergy. There are many opportunities for the pupils to observe excellent role models living the Christian life in practice. Excellent communication i.e. newsletters and a text and email facility, allows opportunities for parents to fully support their children. The friendly open door policy extends beyond the school and into the community and strong local networks benefit the whole community including 'friends'. Learners and their parents speak appreciatively of the school's Christian ethos, the commitment of the staff to all individuals and the quality of relationships provided. Most say 'You couldn't wish for a better school.'



Judgement Recording Form (NSJRF)

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

Long Sutton Church of England (Controlled) Primary School.

**Hyde Road
Long Sutton
Hampshire
RG29 1TS**

School URN: 116298

Date of inspection: 20/05/2009

NS Inspector's Number: 297

Type of Church school: Voluntary Controlled

Number of pupils: 128

Phase of education: Primary

Has Diocesan Quality Assurance been obtained for this report? Yes

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?	2
*How effective is the religious education?	N/A
How effective are the leadership and management of the school a church school?	1
The school meets the statutory requirement for collective acts of worship	Yes
*The school meets the statutory requirement for religious education	N/A

* *Voluntary Aided*

Long Sutton Church of England (Controlled) Primary School Inspection Judgements

The school meets the statutory requirements for Collective Worship	Yes
The school meets the statutory requirements for Religious Education	N/A

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

	Grade
To what extent do all learners feel valued and special?	1
How well do the school's Christian values impact on learners and enable them to flourish as individuals?	1
How well does the Christian ethos support the spiritual, moral, social and cultural development of all learners, whether they are Christian, of other faiths and of none?	1
How are Christian values evident in the relationships between staff and learners and between staff?	1
How well is the school environment used to encourage spiritual development?	1

How effective is the worshipping experience provided by the school?

How important is worship in the life of the school and how is this demonstrated?	1
How positive are the attitudes to collective worship?	2
To what extent do learners and staff of all faiths derive inspiration and spiritual growth and affirmation from worship?	2
How well does collective worship develop learners' understanding of Anglican faith and practice?	2

***How effective is the Religious Education provided by the school?**

How high are standards in RE and how well do learners achieve? Why?	N/A
How effective are learning and teaching in RE?	N/A
To what extent do learners of all faiths and of none demonstrate a positive attitude towards the subject?	2
How well does RE contribute to the spiritual, moral, social and cultural development of all learners?	1
To what extent does RE promote the distinctive Christian character of the school together with an understanding of other faiths?	2
How important is RE in the life of the school and how is this demonstrated?	1

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

How well do the Headteacher and foundation governors promote a distinctive Christian vision for the school?	1
How effectively do the Headteacher, senior management and governors encourage, monitor and challenge the school community to realise this vision?	1
How valued do staff feel and how involved in putting the vision into practice?	1
To what extent are all stakeholders, including learners and their parents, involved in evaluating the school's progress?	1
How effective is the partnership between the school, the church and the local community including parents?	1

** Voluntary Aided*