



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Nursling Church of England Primary School

Nursling Street, Nursling, Southampton, SO16 0XH

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Winchester

Local authority: Hampshire

Dates of inspection: 6th July 2016

Date of last inspection: 6 July 2011

School's unique reference number: 116303

Headteacher: Julie Luke

Inspector's name and number: Richard Blackmore 857

School context

This is a slightly smaller than average-sized school serving the village of Nursling. A significant minority of the pupils come from Southampton. The catchment area is served by the two churches of St Boniface's Nursling and St John's. There is a lower than average number of pupils eligible for pupil premium and pupils for whom English is an additional language. A broadly average number of pupils have special educational needs.

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

- The headteacher's Christian vision and dedication is embraced by all, ensuring the Christian character of the school permeates all school life.
- The Christian aims of the school are at the heart of all that the school does. The conviction with which this vision is promoted by senior leaders and governors, and shared by all members of the school community, ensures the school's success in meeting the academic and spiritual needs of all children.
- The quality of worship has a significant impact on pupils' personal and spiritual development.
- The strong and mutually supportive links with the local church and community ensure that are very positive relationships within and beyond the school.
- The strong, caring and nurturing relationships, based on Christian love and trust, supports all members of the school family.

Areas to improve

- To provide opportunities for the children to plan, lead and evaluate acts of worship.
- Improve the consistency and quality of formal monitoring in religious education and the impact of the school's core values.
- To ensure that pupils develop a good understanding for other world faiths and cultures.

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

The school's strong Christian ethos enables and encourages the strong partnership that exists between pupils, staff, parents, the church and the wider community. This is characterised by the pupils' excellent behaviour and the Christian care that exists within and between all members of the school family. Pupils are confident and articulate. They are eager to learn and take pride in their achievements. They respect and trust their teachers saying, "They make learning fun." Teaching is good. Pupils are well-supported, enabling them to make good progress. Standards of achievement and attainment are in line with nationally expected levels. The school is effective in developing and expanding spiritual experiences that support learning. Children benefit from a rich and varied creative curriculum that goes beyond the classroom and contributes well to pupils' spiritual, moral, social and cultural development. Pupils speak with clarity and conviction about the 'wow' moments when they feel the awe and wonder of God's impact, especially during collective worship. Behaviour is good and relationships are positive in this school where Christian values are seen throughout the school. Pupils say they value their teachers, learning and their friends. Relationships are strong. One pupil, typical of many, said, 'My teacher always cheers me up'. Pupils feel able to make a positive contribution. Pupils experience the Christian values of service and generosity through fundraising activities, which also enhance global awareness and understanding of diverse communities around the world. Such activities enable pupils to gain an understanding of their place in the community and their responsibility to others. Pupils are given time to reflect within a calm and purposeful working atmosphere which encourages the expression of ideas. The school's welcoming atmosphere and environment clearly demonstrates its Christian character. Christian symbols adopted by each class, high quality displays of pupils' work in RE and worship and the well-used class worship areas reflect the school's explicit Christian character. Children talk confidently about Christianity and understand how it is reflected in their actions. This is having a positive impact on pupils' understanding of how they can play their part in God's world and their place within it. However, pupils have more limited knowledge and understanding of other faiths and cultures different to their own.

The impact of collective worship on the school community is good

Children and adults recognise that collective worship is central to the daily life of the school. It is well-planned and is firmly based on Christian principles and festivals, Bible teaching and the school's aims and values. Pupils enjoy and value their worship experiences, both in school and in church. They talk enthusiastically about collective worship and how it helps them to understand their faith in more depth. The attitude of pupils to collective worship is good because the quality of worship offered to them is making a real difference in their lives, contributing greatly to their spiritual development. The children demonstrated sound knowledge of many Bible stories and the teachings of Jesus and could explain how these are important to them. The range of hymns and songs used is wide, and pupils sing well and with enthusiasm. The prominent place of prayer across the school ensures that worship is a spiritual experience of real significance. The children recognise that this gives them the opportunity to think more deeply about the message

presented and to consider their personal responses. Children actively participate in worship. In the worship observed, all were able to talk, discuss and become involved. Worship is inclusive and provides opportunities for the whole community to praise, reflect, pray, listen together and focus on God as Father, Son and Holy Spirit. The children would now welcome more opportunities to plan, lead and evaluate worship.

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

The headteacher leads by example and her personal Christian values permeate the life of the school, which is reflected in the academic rigour and calm, happy and purposeful ethos of the school. She has a strong and clear Christian vision for the school and she is well supported in this by the senior leadership team and the governing body. Governors have a clear idea of their role. They support and challenge the work of the school, visiting regularly, monitoring RE and collective worship and ensuring that church school issues are prioritised in the school's improvement planning. Leaders are effective in articulating the Christian ethos and in promoting and establishing that ethos throughout the school and beyond to the community. For example, the local vicar supports the school and the pupils at the time when children transfer to secondary school. Christian leadership and responsibilities are supported well through professional development and training, with staff working closely with the Diocese and adviser team. The impact of this is reflected in all school life and practice. The strong links with the church make a significant contribution to the school's Christian character and to the outcomes for pupils. There are times when middle leadership does not have the capacity to check the effectiveness of the school's provision. Consequently, the impact on outcomes is not always fully checked.

SIAMS report July 2016, Nursling Church of England Primary School, Nursling Street,
Nursling, Southampton, SO16 0XH