



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Pendock VC Primary School

School Lane, Pendock, Gloucester, GL19 3PW

Previous inspection grade: Outstanding

Current inspection grade: Outstanding

Diocese: Worcester

Local authority: Worcestershire

Date of inspection: 19 October 2015

Date of last inspection: 4 November 2010

School's unique reference number: 116838

Headteacher: Sally Lyndon-Chance

Inspector's name and number: Marcia Harris

School context

Pendock VC Primary School is smaller than the average with 46 pupils on roll. There has been an increase in the number on roll from 35 to 46 since the last inspection. The school lies close to the Herefordshire and Gloucestershire county boundaries and serves a rural catchment area where the pupils come from a mixed socio economic background. Almost all pupils are of white British heritage and all pupils speak English. The number of pupils eligible for free school meals is lower than average. The school is organised into two classes: Class 1 contains 16 pupils aged 4-7 and Class 2 contains 30 pupils aged 7-11. The governing body membership has changed significantly since the last inspection, with the appointment of a new chair and several new governors. The vicar at the parish church has also been recently appointed.

The distinctiveness and effectiveness of Pendock VC Primary School as a Church of England school are outstanding

- The inspirational leadership of the headteacher is strongly supported by staff and the governing body.
- The significant impact of the distinctively Christian vision on behaviour and relationships in the whole school creates a harmonious and supportive community.
- Strong and meaningful partnerships reflect the Christian character of the school and contribute to the pupils' understanding of diversity.

Areas to improve

- Embed governors' formal and consistent systems of monitoring of the school's distinctively Christian character in order to lead to further improvements.
- Further develop the role of the worship committee by creating greater opportunities for pupils to plan, lead and evaluate worship.

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

Pendock VC Primary school has a strong, distinctive Christian ethos where Christian principles and values permeate all aspects of school life. As a result, pupils are cared for and all individuals are nurtured, loved and respected whatever their ability or faith. All members of staff constantly model Christian values and are relentless in linking these to and promoting the vision 'Pride in Pendock' on a daily basis. Consequently, pupils flourish in a safe and secure environment where they are taught to reflect on their own attitudes and every child strives to 'be the best they can be'. This creates an extremely positive climate for learning that is the basis for their good academic progress and wellbeing. Parents value the significance that 'Pride in Pendock' places on 'individuality and independence' as well as on academic success and explain that Pendock is 'so much more than just a school, it is the heart of the village'. As a result of this strong Christian ethos, pupils are keen to learn and their behaviour and attendance are excellent. Achievements of all types are celebrated daily and, consequently, pupils' self-esteem is high. Mutual respect, rooted in the school's Christian values and ethos, is a key feature of the outstanding relationships and pupils of all ages listen to and value the opinions of others. Pupils know that they are cared for and are confident in the knowledge that 'the Bible teaches us that the Lord loves everyone, not just those who follow Christianity'. Staff have explored the meaning of spirituality at the school and have identified ways in which this can be made relevant to pupils' learning, attitudes and behaviour. This has led to a curriculum where pupils are given space to 'stop and notice the beauty around them' and are provided with many rich opportunities to discuss and reflect, be still and be silent. As a result, spiritual development is outstanding. A creative approach to the teaching of RE, endless opportunities across the curriculum and meaningful worship result in high quality spiritual, moral, social and cultural development for all pupils. This has been further enhanced by the school's global link with 'Chamwino B' school in Tanzania. Consequently, pupils have a deep appreciation of and respect for diversity within other faith communities and demonstrate a secure understanding of Christianity as a multi-cultural world faith.

The impact of collective worship on the school community is outstanding

Acts of worship are special times in the school day and are valued by all. They make a significant contribution to the spiritual development of the whole school community through explicit links between core Christian values and real focus on 'Pride in Pendock'. This is something that pupils appreciate and which even the youngest pupils understand. Key Stage One pupils can explain how the values they explore in collective worship help them to 'be more generous' and 'smile at others more'. Worship themes are strongly linked to Bible stories and deliver clear messages that pupils understand and that are recognisable in their own lives. Key Stage Two pupils link the value of perseverance to 'the Jews trying to find the Holy land' and explain how the story helps them to persevere when things are difficult. The development of explicit links between the values which underpin 'Pride in Pendock' and worship themes has been a significant aspect of the pupils' understanding of the Christian faith. A focus on the Trinity and the lighting of a candle with three wicks in worship has resulted in pupils having a good understanding of God as Father, Son and Holy Spirit. Pupils explain that 'it's just different elements of God – like a friend, brother and son, it's still one person'. Pupils respond enthusiastically in acts of worship, joining in with actions and spontaneously clapping at key moments, thereby demonstrating their learning and engagement. Opportunities for them to be involved in planning and leading worship are in the early stages, and it is therefore not possible to evaluate their impact, but pupils are clearly excited by this development. There are many opportunities for pupils to engage in prayer during worship and also to reflect and pray 'in public or in private' throughout the school day. All members of the community value prayer and pupils explain how 'teachers pray for us too'. As a result, pupils have an excellent understanding of the purpose of prayer and explain how they can use it to 'talk to God, to thank him or to ask for help when there are things we need to work on'. Monitoring of acts of worship is effective, with parents, pupils, staff and visitors

being invited to reflect daily in a 'reflections' book. Evaluation contributes to school development planning and enhances the worship experience but is not yet formalised or embedded in the whole school evaluation process.

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

The headteacher and staff all share a vision for all pupils to have 'Pride in Pendock' which is rooted in distinctively Christian values. Through their nurturing and inclusive ethos they ensure that this is a highly effective school which promotes pupils' spiritual development, personal wellbeing and academic achievement. The inspirational headteacher leads with conviction and, together with staff, clearly describes the impact of the school's Christian character on pupils and the life of the school. The staff team are well supported by governors who, through their informal monitoring, have a good understanding of the school as a distinctive and effective church school. Governors have not formalised their procedures for monitoring and evaluation and these are therefore not adequately robust nor embedded into the school self-evaluation cycle. Members of school staff and governors access diocesan training where it is appropriate and have taken swift action following this input. Areas from the previous inspection have been fully and successfully addressed and have been significant in taking the school forward. The leadership of RE and worship is extremely effective and the statutory requirements for RE and worship are more than met. High quality professional development opportunities, focused on Christian distinctiveness and effectiveness, ensure that the school is successfully preparing for the future leadership of church schools. The resulting strong and dedicated staff team is responsible for the high quality teaching, learning and ethos across the whole school. Parents are an important part of the school community and are proud of the 'family environment where every child is seen'. They attribute the 'nurturing, caring, and supportive relationships evident across the school' to the distinctively Christian ethos. One parent noted how staff 'wear Christianity openly in everything they do'. They feel welcomed in school and particularly appreciate the 'open door' policy. The exemplary commitment shown by the leadership to the global link in Tanzania has resulted in a partnership that leads to mutual and substantial benefits for both school. Links between the school and the local churches are excellent and result in the provision of excellent opportunities for spiritual development for pupils, staff, governors and parents as well as the wider village community. The harmonious and supportive relationships between all members of the school community are clearly rooted in the school's Christian values, providing an excellent example of a school which is both distinctive and highly effective.

SIAMS report October 2015 Pendock VC Primary. Gloucester, GL19 3PW