



National Society Statutory Inspection of Anglican and Methodist Schools Report

South Baddesley Church of England Voluntary Controlled Primary School

South Baddesley

Lymington

SO41 5RP

Diocese:	Winchester
Local authority:	Hampshire
Date of inspection:	5 February 2014
Date of last inspection:	3 July 2008
School's unique reference number:	116316
Headteacher:	Mrs Mary Nugent
Inspector's name and number:	Mr Chris Williamson 290

School context

South Baddesley Church of England Primary School has 115 children on roll. The school is popular and one third of the children attend from outside the catchment area. Children are in mixed age classes. 14% of the children have Special Educational Needs which is below average, 3% of the children are from ethnic minority groups, 5% are entitled to Free School Meals and 10% are Pupil Premium children. A new headteacher will start at the beginning of the summer term. A new priest in charge, covering 3 parishes, has been appointed since the last inspection. A new Eco Discovery Centre has been built by the school. The school is particularly proud of achieving the Eco School Silver Award and the Sing Up Platinum Award.

The distinctiveness and effectiveness of South Baddesley Primary School as a Church of England school are outstanding

- The Christian character of the school which reflects God's love for everyone
- The children's personal development, the quality of the relationships and the kindness demonstrated
- The leadership and management of the school
- The collaborative partnership with the local church and the local community

Areas to improve

- To explore opportunities for children in Year R to Year 5 to plan and lead aspects of collective worship in school
- To continue to promote children's understanding of and respect for diverse communities

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

The school's core values of respect, trust, courage, perseverance, thankfulness and peace are rooted in Christian love and embedded in the life of the school. These values have a significant impact on children's daily lives and their learning. Children's academic achievement is significantly above national standards in English and Mathematics and the progress of all children is very good. Children's personal development and sense of well being are excellent. The school has continued to work on the promotion of its distinctiveness as a church school, ensuring that the Christian foundation of its values is made explicit. As a result children are able to articulate clearly the distinctively Christian characteristics of the school. The Christian character of the school reflects God's love for everyone in an inclusive setting. The outstanding quality of relationships, both within the school community and between the school and the wider community, promotes children's spirituality and their personal development. For example the school has recently developed further its use of sacred spaces in school which encourage children to think about themselves, as well as their relationship with God and with others, including their role as stewards of the world's resources. Children are encouraged to work collaboratively where appropriate. They cooperate well with each other and support each other; mutual respect is evident and children know that they will be listened to. The children respond extremely well to being given significant levels of responsibility. Children's behaviour is excellent. Children know that Jesus taught that they should love and forgive one another; they are able to apply this in their daily lives. Children's cultural development is enhanced through music and nearly half of the children have music lessons from visiting teachers. Children's understanding of and respect for diverse communities, both in the UK and abroad, is enhanced by a link with a school in Southampton and a parish link with a church and community in Rwanda, which stimulates much interest among the children. The school recognises the need to continue to promote children's understanding and respect for diverse communities. Children understand that Christianity teaches that we should support our fellow human beings. Children are very keen to speak about their role in initiating and supporting a wide variety of charitable projects, for example the Philippines typhoon appeal and the Oakhaven Hospice Trust. Religious Education (RE) is seen as important in the school. The structure of the RE curriculum is used as a basis for other areas of learning so that it underpins the curriculum themes throughout the school. Children are interested in learning about Christianity, as well as other faiths and cultures.

The impact of collective worship on the school community is outstanding

Collective worship is distinctively Christian; it reflects and promotes the Christian ethos of the school and is central to the school's daily life. Children clearly value and enjoy collective worship. Children listen and contribute enthusiastically and confidently, they particularly enjoy singing. The Bible is used regularly in worship and direct links, which the children understand, are made between what the Bible teaches and the core values of the school. Children demonstrate a very good understanding of how these Christian values are relevant to their own lives. Children have a well developed understanding of Jesus and his teaching and they are enthusiastic when they talk about the Christian faith. In the worship observed, children enjoyed the challenge of thinking about what a parable meant to their own lives. They often ask to follow up issues that are raised in collective worship, demonstrating their thoughtfulness. The impact of collective worship is also evident in the way in which children relate to each other and to those beyond the school community. Children say that they value the times of prayer and reflection to consider spiritual and moral issues; these opportunities enhance children's spiritual development. Children participate willingly in the variety of opportunities for prayer in collective worship and throughout the school day. They appreciate the opportunities to write their own prayers and sometimes children pray spontaneously in

collective worship. The children's understanding of Christianity is enhanced by the regular visits of the vicar and the parish youth worker to lead collective worship. Children also value their regular visits to the local church to celebrate the major Christian festivals; they participate actively on these occasions when each class leads an aspect of the worship. Worship is planned collaboratively by the headteacher and vicar to fit in with the school's two year cycle of curriculum themes, to ensure the link with the Church's year and to include both Old and New Testament stories. Collective worship is monitored and evaluated by staff, governors and children and this leads to improvements being made. For example, evaluation by children and staff has meant that the very popular weekly 'celebration assembly', planned and led by Year 6 children, now starts with a Bible reading or Bible story which has provided the children with the opportunity to be more reflective and thoughtful and has made the occasion more explicitly an act of worship. The school recognises the need to consider how to broaden the opportunities for children in Year R to Year 5 to plan and lead collective worship in school.

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

The leadership of the school consistently and confidently articulate, live out and promote the school's Christian vision. Christian values underpin the life of the school and have resulted in significant improvements in the standards of achievement, the attitudes of the children and the quality of the teaching and learning. This vision has promoted the school's inclusive ethos successfully and the school caters very well for the needs of individual children. For example, the Christian character of the school has shaped the successful work of the school's nurture group. Effective self evaluations of the school by both staff and governors have resulted in the implementation of successful strategies for improvement. For example governors have enabled Year 6 children to give children entering Reception a symbolic gift, which this year is an acorn. Children have learned about the symbolism of this gift. Professional development is given a high priority for both staff and governors. Staff work collaboratively to plan for and to promote improvements in the school including developing the school as a church school. Currently this includes a focus on developing children's spirituality. The leadership of worship and RE is given a high priority which leads to very effective practice in both areas. The governing body has been strengthened following the parish interregnum and has received training on governance in a church school. As a result, the governors have successfully appointed a new headteacher who will take up their appointment at the start of the summer term. The school recognises the need for the governors to work closely with the new headteacher to continue to develop the school as a church school. The school benefits from a productive partnership with the church and they work closely together in a variety of ways. For example children speak enthusiastically about the successful 'Jesus and Me' club which foundation governors run each week. Children also value the support which is offered at the club to discuss problems from their day to day lives. Through the church, the Ken Allen Trust has supported the work of the school in a variety of ways including providing prizes for the best group contribution to school worship. Parents are very supportive of the school, for example parents help regularly in classrooms to support children's learning. The school is also very well supported by the local community. For example all stakeholders collaborated to develop the ECO Discovery Centre. This is now a whole school resource for learning about sustainability and stewardship of limited resources, as well as being a purpose built teaching base for the youngest children, and has resulted in an improvement in the youngest children's teaching and learning.

SIAMS report February 2014 South Baddesley Church of England Primary School, South Baddesley, Lymington SO41 5RP