



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

Moulton CE (VC) Primary School  
School Road  
Moulton  
Suffolk  
CB8 8PR

**Previous SIAMS grade: Good**

**Current inspection grade: Good**

**Diocese: St Edmundsbury & Ipswich**

Local authority: Suffolk

Dates of inspection: 1<sup>st</sup> February 2016

Date of last inspection: 16<sup>th</sup> February 2011

School's unique reference number: 124709

Headteacher: Naomi Snowdon

Inspector's name and number: Richard Liddington 816

### School context

Moulton CE Primary School is a Voluntary Controlled school serving a semi-rural community in the village of Moulton. There are 189 children on roll. The children are organised into 7 classes. The school is linked to St Peter's Parish Church in Moulton. The Headteacher has been in post since 2011.

### The distinctiveness and effectiveness of Moulton as a Church of England school are good.

- The school is firmly rooted in distinctively Christian values which make a significant contribution to all aspects of the children's education.
- RE and collective worship both have a very high profile in the life of the school. This supports the school's Christian character and enables all pupils to flourish.
- Relationships at all levels of the school community are of the highest quality and this ensures a very supportive and inclusive learning community.

### Areas to improve

- Further develop the spiritual, moral, social and cultural curriculum to ensure a more enriched and personalised spiritual journey for the children.
- Utilise opportunities within collective worship to further develop the children's knowledge and understanding of Anglican traditions and the Holy Trinity.
- Review the number and range of identified core Christian values so that they can better inform the vision and strategic planning process.

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

The school's vision statement is underpinned by twelve distinctively Christian values. These are firmly embedded in the life of the school and have a positive influence on all aspects of school practice. This helps ensure a highly effective learning environment in which children typically leave school with achievement above national standards and where all pupils flourish socially, emotionally and spiritually. Pupils talk particularly passionately about the significance that the school's values have on their own lives. One child for example described how these values "helped her to be more like Jesus." The school's core values of compassion and generosity leads to the school community providing high levels of support for different local, national and international charities including Sports Relief and Books for Nepal. The school demonstrates a significant Christian commitment to the nurturing of pupils, particularly those that might be deemed vulnerable. This high level of care reinforces its key principle that each child is unique. This manifests itself in a variety of ways. For example, a recently established breakfast club has helped to improve attendance and punctuality and trained learning mentors provide personalised support for children with social and emotional barriers to their learning. Such provision helps to ensure even the most vulnerable of pupils are able to succeed in all aspects of school life. The school's Christian values also underpin the agreed behaviour code that everyone has the right to be 'Safe, Happy, Learners.' Pupils and staff understand and consistently apply this code, resulting in an extremely orderly and effective learning environment, where relationships and social behaviour are extremely good. The school's Christian character and core values also result in pupils throughout the school demonstrating high levels of understanding and respect towards people of all faiths as well as those of no faith. RE makes a very strong contribution to the school's Christian character. The school's use of a 'framework of enquiry' when teaching RE helps to ensure high levels of pupil engagement and enjoyment in RE. The specific inclusion of spiritual, moral, social and cultural development within topic work has led to increased maturity in the children's response to a range of different issues such as the current refugee crisis. Pupils also demonstrate a good understanding of how this learning relates back to the school's Christian ethos. Opportunities for spiritual development are however less well defined and this is restricting the ability of some children to talk confidently or in any real depth about spiritual issues.

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

Collective worship serves as the primary way in which the school's Christian values are unpacked. All members of the school community regard collective worship as an extremely important and enjoyable part of the daily life of the school. This is reflected in the fact that all staff attend acts of worship and contributions from pupils, staff and visitors are all high. Children talk enthusiastically about how the biblical stories relate to the values being explored and how these are then considered further in the classroom and by individuals in the playground. One child for example, talked about how the story of Daniel had provided her with courage to overcome her own personal challenge. Most children understand and enjoy the regular opportunities for prayer and reflection offered by collective worship. They have a good understanding of the different types of prayer and regard it as a real privilege when asked to lead prayer. Some children however, lack the experience and prayer vocabulary to be able to pray confidently. Children enthusiastically and confidently participate in acts of collective worship. On the day of inspection, for example, Year 5 pupils joined the extremely popular Open the Book team in the delivery of the story of the exodus from Egypt. Pupils also enjoy regular opportunities to lead class worship as well as whole school events such as the annual Remembrance Day service. Responsibility for planning, delivering and evaluating collective worship is distributed between the worship leader, staff, the incumbent and pupils. The children's understanding of the significance of the major Christian festivals is good and they hold highly personalised views of the nature and relationship of God the Father and Jesus the Son. Less well developed however is their understanding of Christian seasons, Anglican practice and the position of the Holy Spirit within the Trinity. The significant increase in the number of pupils

since the last inspection has meant that it is physically impossible for the whole school to attend collective worship at the church. Although not ideal, leaders acknowledge that future acts of worship at the church will probably need to be undertaken within key stages in the future. With the exception of Open the Book, the school is also currently limited in the number of external speakers available to visit the school. This is already an action point on the improvement plan for worship. The ongoing monitoring of collective worship is undertaken in a number of ways, including the use of an interactive display in the hall. Half termly evaluations are also undertaken by class teachers and the incumbent. These evaluations provide an accurate measure of the impact of worship on the pupil's attitudes and behaviours as well as identifying priorities for improvement. One particular improvement resulting from self evaluation is the development of a more detailed and consistent approach towards the planning of collective worship. This has included the direct involvement of the incumbent in making the links between the school's Christian values, Biblical stories and Christian practice more explicit for both pupils and staff.

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

Moulton CE primary school's vision statement is "working together, within a happy caring, Christian community, we aim to inspire, encourage and enable children to be the best that they can." This statement and the school's associated values are published on a wide range of school documents and on the school website. Although there are links between the vision and core values, the relatively large number and diversity of values does limit the ability of leaders to consistently articulate how this vision is to be achieved or its impact measured. The incumbent and another, recently appointed, foundation governor play an active role in ensuring the Christian character is evident in the life of the school. They support the planning and delivery of RE and collective worship and work alongside the headteacher and subject coordinators to evaluate the impact of the school's Christian character. Contributions from and towards the wider church community are also strong. Pupils' understanding of the role of the church is supported by regular visits to the church building and they also contribute to events such as the local flower festival. Staff, governors and parents talk extremely positively about the role that the Christian character plays in the effectiveness of the school and its reputation within the local community. They consistently articulate how these values can be seen in the relationships of staff, pupils and parents, how it influences the curriculum and in the inclusive culture within the school. Many parents state that they choose Moulton because of the added value that these values make to the life of the school. Members of the school community also acknowledge the significant impact that the headteacher has had on the school's Christian character since her arrival in 2010. Of particular note is the increased distribution of leadership in areas such as RE and spiritual, moral, social and cultural development. This has improved the quality of teaching and learning in these subject areas as well as the effectiveness of school improvement. The importance attributed to RE in the school is reflected both in the high levels of respect shown by children towards issues of faith and in the fact that both RE and collective worship have designated places on the school improvement plan. Clear, relevant priorities have been identified and appropriate financial resources allocated to their further development. Staff and governors have benefited from professional development opportunities provided by both the diocese and local authority. The skills and confidence of staff have improved as a result of training on the planning and delivery of collective worship. Similarly, training on the strategic role of foundation governors has resulted in an improvement in the effectiveness of monitoring provision and outcomes for the pupils. The RE subject leader's contribution to the development of new diocesan curriculum materials has not only supported her own professional development but directly improved the quality of teaching and learning of RE. Induction training for the new foundation governor and further staff training on the promotion of prayer and reflection is scheduled for the near future. The development points from the last SIAS inspection have been addressed effectively and arrangements for RE and CW satisfy statutory requirements.