



National Society Statutory Inspection of Anglican Schools Report

Market Rasen Church of England Primary School

Mill Lane
Market Rasen
Lincolnshire
LN8 3BL

Diocese: Lincoln

Local authority: Lincolnshire
Dates of inspection: 13 March 2012
Date of last inspection: 1 July 2009
School's unique reference number: 120577
Headteacher: Andrew Smith
Inspector's name and number: Ian Robinson NS 496

School context

This is an above average sized primary school, with 263 pupils on role, serving an area with some social and economic deprivation. Most learners come from within the town of Market Rasen. An above average number of learners have special educational needs. Almost all the learners are White British. The head teacher was appointed in September 2010. The school has achieved the Artsmark Gold award and has Healthy School status.

The distinctiveness and effectiveness of Market Rasen Church of England Primary School as a Church of England school are outstanding

This is an outstanding school whose life is well supported by Christian values and beliefs. It is a school where everyone matters and each person is valued as an individual. Learners are encouraged to take on a variety of responsibilities and contribute to the life of the school. All members of the whole school community are well cared for and supported to enable them to reach their full potential.

Established strengths

- The visionary leadership of staff encouraged by an inspirational head teacher.
- Collective worship which is well planned, deeply spiritual and of a high quality.
- Supportive and challenging governing body with a visionary chair.
- A community where all feel safe and are valued and are encouraged to achieve their potential.

Focus for development

- Develop opportunities to experience other cultures and faiths.
- Maintain links with the local church following the retirement of clergy.
- Develop the provision for quiet reflection.

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

This is an inclusive school where every member of the community is a valued member of the school team. Parents speak highly of the school where they feel that they are listened to and their concerns are taken seriously. Visitors speak warmly of the Christian ethos of the school and the behaviour of the learners. The school values and takes seriously its church school status and its Christian ethos is evident in every part of the school. The school's values are displayed in every classroom as well as in the corridors and at the entrance to the school. This makes a strong impact on learners as seen through the way learners care for each other and are polite and welcoming to visitors. Learners are happy at school and enjoy attending a school of which they are proud. They are confident and enthusiastic and there is good and respectful behaviour around the school. The school council is made up of learners from every year group, is mentored by a member of staff and has formed a link with the Governing body. It meets regularly to discuss issues which affect them and their school as well as considering the needs of people in the wider world and how they might support them through their charitable activities. It has been particularly involved in raising funds to support a seriously ill child who attends the school as well as her siblings. School councillors feel that their opinions are valued and heard. Other learners take on roles such as playground leaders, prefects and door monitors. Each week learners from each class who have especially lived the school's values are elected to occupy the 'golden chairs' during collective worship. The school provides well for learners with special needs and disabilities as well as those with exceptional gifts and talents. There is excellent pastoral care and the school works hard to provide support for learners who struggle with their learning or with relationships. The school has made use of some available space to create a nurture room in which children with special needs can be cared for and supported. The school building and grounds offer a place of sanctuary and calm where all can develop spiritually. Quiet and reflective areas of the grounds have been created and continue to be developed. The school's values of caring, honesty, cooperation, respect, fairness and commitment to achieve are lived throughout the life of the school. They contribute to making the school a haven for all, but especially for those whose life outside school may be unsettled. The local church is seen as an integral part of the daily life of the school.

The impact of collective worship on the school community is outstanding

Collective worship plays a central role in the life of the school and is a mixture of class based and whole school worship. It makes a significant contribution to the worshipper's spiritual development and all members of the school community attend worship. Parents regularly attend class-led worship. Learners show great respect for the occasion, entering and leaving quietly and respectfully. Collective worship and religious education make a positive contribution to other areas of the curriculum. The local Anglican Vicar visits the school to lead worship on a weekly basis and the school visits the church for special services which enables those present to have a good understanding of Anglican practice. All staff are given the opportunity to be involved in leading worship. Learners take an active part in worship and are given the opportunity to participate. They respond to questions in a thoughtful, confident and mature manner. Great care is taken with the worship setting and with the arrangement of resources to encourage reflection and participation. At the lighting of the candle at the beginning of worship learners are reminded that they are in the presence of Jesus, the light of the world. Worshipers respond to the occasion in a respectful and enthusiastic manner and all enjoy hymn singing, even older boys. Links are made between Christian values and beliefs and those of other faiths with the day to day life and experience of learners and with wider world issues. Prayer is important in the life of the school as seen through the learner's ready participation in saying the school prayer. Special festivals of the Christian year and those of other major world faiths are celebrated as part of collective worship. Learners who have been judged to have lived the school values are allowed to sit on the golden chairs and are given the responsibility of awarding merits points to others who have been especially enthusiastic during worship. Learners speak positively about their enjoyment of worship. Collective worship is well planned and regularly evaluated by staff. It includes themes from the social and emotional aspects of learning (SEAL) programme as well as the major festivals of the major world religions. Members of other denominations also visit the school to participate in collective worship.

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

The school is well led by an inspirational Head teacher who encourages the management team of teaching professionals and governors to have a clear vision for the school where Christian values are seen to inspire policy and practice. School leaders work hard to ensure that no learners are disadvantaged but achieve to their fullest potential. The governing body has been successful in recruiting new governors and have been able to achieve a good balance of skills across the governing body. Governors fully support the school by attending meetings, interviews, celebrations and church services. They regularly monitor and evaluate the progress of learners and provide both support and challenge to the school. The Vicar and the Foundation governors ensure that the distinctive nature of a church school is maintained. At any interview, questions are asked as to why the candidates have been motivated to apply for a post in a church school. Leaders have a clear understanding of how the school's distinctiveness and Christian values contribute to the spiritual, moral, and cultural life of the whole school community. They ensure that emphasis on raising standards in core subjects is not at the expense of other areas of the curriculum; for example, a talented sports teacher has been recruited to lead the teaching of physical education. The school is well respected by the local community and there are strong links between the school and the community. Parents speak highly of the head teacher and staff and they praise the education provided and the ethos of the school. The local church offers good support through the Vicar, Bishop's visitor and foundation governors. Religious education and collective worship are seen as central to the life of the school and the leadership ensure that they are well resourced, inspirational and relevant. The school makes use of the locally agreed syllabus for RE, ensuring a cohesive and discreet scheme is used throughout the school. Many learners do not have experience of life and cultures outside of their own environment. The school has made good progress in providing opportunities for learners to experience other faiths and cultures by making links with other schools, visits to places of worship and by bringing people of other faiths and cultures into the school. As a result, learners are able to make links between issues raised and their everyday life and community. The Vicar is due to retire at the end of the year and his departure will leave a large gap in the life of the school. The governing body and the parish church are looking at ways in which that gap can be filled.

SIAS report: March 2012, Market Rasen Church of England Primary School, Market Rasen. LN8 3BL