



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St Osyth Church of England Voluntary Controlled Primary School

Norman Close, St Osyth, Clacton-on-Sea, CO16 8PN

Previous SIAMS grade: good

Current inspection grade: satisfactory

Diocese: Chelmsford

Local authority: Essex

Date of inspection: 18 February 2016

Date of last inspection: 21 March 2011

School's unique reference number: 115257

Headteacher: Mark Carter-Tufnell

Inspector's name and number: Virginia Corbyn 86

School context

St Osyth primary school is above average in size. Most pupils are White British. Pupils, except for those in Reception, are taught in mixed-age classes. The proportion of pupils supported with extra funding due to social disadvantage is above average. The proportion of pupils with some sort of special educational need is above average. Over the past three years, there has been a high turnover of teachers at the school. In March 2015, OfSTED judged the school to be inadequate. The current headteacher joined the school in September 2015 and the acting deputy headteacher in November 2015. An Interim Executive Board (IEB) has been in place since June 2015.

The distinctiveness and effectiveness of St Osyth as a Church of England school are satisfactory

- Mutually beneficial relationships throughout the school which encourage and support the pupils and their families lie at the heart of all that is done in the school.
- Recently introduced core Christian values, which are modelled clearly in the school, have contributed well to rapid improvements particularly in behaviour and in personal development.
- Effective partnerships with the local church, the Diocese and other schools are supporting the school in improving the rates of progress made by pupils.

Areas to improve

- Develop prayer areas in each classroom to offer interactive and age appropriate opportunities for prayer and reflection across the school.
- Increase opportunities for pupils to take leadership roles in collective worship.
- Equip all teachers to deliver high quality teaching and learning in religious education (RE).
- Improve the levels of enjoyment and challenge for all pupils in RE so that consistently good progress is made.

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

The new headteacher has a vision for this school that is both ambitious and aspirational. This vision is being developed through a set of core Christian values which are compassion, trust, friendship, hope and thankfulness. These values were agreed with staff and pupils in September 2015 and their ownership of them is evident. As a result, behaviour and attendance have improved. Standards at the school have been below the national average for some time. Since September 2015, the high expectations set in the school and underpinned by the core values have begun to contribute to improved rates of progress for pupils, including those in vulnerable groups. Parents are able to articulate the impact of the core values, saying that they help their children to behave well both in and out of school. Their children know that they must treat everyone well and with respect. Pupils are beginning to articulate some of the explicit Christian values which inform their everyday lives. One pupil said that she knew that she must draw on the value of hope when the work was difficult. Strong, supportive relationships based on trust are demonstrated by all members of the school community. These are rightly seen as a core component of recent improvements in the school by parents, by members of the IEB and by school leaders. Parents trust all the adults in school and they say that they keep their children very safe. Older pupils are encouraged to take responsibility for themselves and for others. Examples of this include the school prefects and the compassion group. Pupils are offered some opportunities for prayer including in worship, at lunchtime and at the end of the school day. However, within classrooms, prayer areas are underdeveloped and do not offer pupils enough opportunities for interactive prayer in age appropriate ways. Pupils can articulate the importance of RE in helping them 'to know about the different beliefs of people we might meet in our lives'. They know how demonstrating British values also contributes to showing respect for diversity. However, not all pupils enjoy or are challenged by RE.

The impact of collective worship on the school community is satisfactory

This aspect of the life of the school has improved significantly since the new headteacher and acting deputy headteacher took up their posts. Collective worship is clearly structured to include elements of Anglican liturgy, such as a greeting and a sending out led by pupils. Worship is inclusive and is well planned in order to support the core Christian values of the school. Pupils enjoy having a theme across the week which gives them time to think about their values and how to use them in their lives. Most pupils can articulate the ways in which they can apply the messages from their worship to their attitudes and to their behaviour. The weekly theme is set by school leaders and followed by all teachers, as well as by the local incumbent. The celebration of Christian festivals, such as Christmas, is appreciated by pupils and parents as an important part of belonging to a church school. Pupils describe various ways in which they are able to participate in worship sometimes, including through talking partners and by helping with drama and with prayers. However, they are given limited opportunities for leadership roles. They have been consulted on their views about worship and changes have been made. However, the quality of worship is not consistent across the week. Pupils want to be more actively involved. They want the message of worship for their everyday lives to be made clear every day.

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

An IEB is in place and is committed to, and effective in, promoting the school's distinctive Christian character. The members of the IEB support the current senior leaders of the school well whilst also holding them to account for the on-going progress that is required. The HMI visit in February 2016 recognised that the leaders and managers are taking effective action towards the removal of special measures. The recommendations raised by the previous denominational report are now in the process of being addressed. All school leaders are committed to ensuring that pupils reach their full potential and this has resulted in recent improved achievement especially for younger pupils. The school self-evaluation is insightful and accurate. School leaders have made sure that their vision and values have been communicated clearly to all stakeholders. Parents speak about understanding the core Christian values through newsletters and through their children's enthusiasm for them. Staff

members are and feel well supported including in their knowledge and understanding of what it means to work in a church school. Statutory requirements for collective worship and for RE are being met. The school follows the Essex locally agreed syllabus. Pupils enjoy active and varied approaches to RE but their thinking is not appropriately challenged. This means that not all pupils make appropriate progress in their learning in RE. Senior leaders are responsible for RE at present. They have identified and planned for RE training for all teachers in the summer term. The school works closely with the Diocese. There are firm plans in place for this collaboration to continue when the school shortly joins a Diocesan multi-academy trust. Collaboration with other church schools has recently helped to build staff and leadership capacity and confidence. The school works well with families. They appreciate that the school is open and approachable following a period when this has not been the case. There are excellent links with the local church through the incumbent. She has helped to establish the Christian basis for the school's values. She makes a valued pastoral and practical contribution to supporting the school.

SIAMS report March 2016, St Osyth CE Primary School, Clacton-on-Sea, CO16 8PN