

**Blyton cum Laughton Church of England Voluntary Aided Primary School**

High Street  
Blyton  
Lincolnshire  
DN21 3JX

**Diocese: Lincoln**

Local authority: Lincolnshire  
Dates of inspection: 18 April 2012  
Date of last inspection: 30 September 2009  
School's unique reference number: 120619  
Headteacher: Mrs Lynne Saint  
Inspector's name and number: Mrs Yvonne Shaw 245

**School context**

Blyton cum Laughton Church of England Primary School is a small school of 161 pupils. The school works on two sites in the villages of Blyton and Laughton. The majority of pupils are from White British backgrounds and the proportion of pupils with special educational needs or disabilities is below average but has grown over recent years. There has been recent remodelling of the building at Blyton.

**The distinctiveness and effectiveness of Blyton cum Laughton as a Church of England school are outstanding**

Underpinned by firmly held Christian values, Blyton cum Laughton is a happy establishment where genuine care for everyone as an individual reflects the belief that all are made in the image of God. This is achieved through the commitment of the headteacher and governing body who are very well supported by the school team. The spiritual ethos has a strong impact on the personal development and behaviour of the pupils.

**Established strengths**

- The outstanding Christian ethos of the school in which all pupils are nurtured and greatly valued equips pupils to become confident and competent members of society.
- High quality acts of worship and religious education make an outstanding contribution to pupils' spiritual, moral, social and cultural development.
- Christian principles at the heart of the school's policies are lived out in the everyday life of the school.
- The quality of relationships which makes a significant contribution to pupils' exceptional personal development and behaviour is evident throughout the school.

**Focus for development**

- Provide training and support to the governing body to enable it to fully hold the school to account as a church school.
- Fully develop pupils' skills in the planning, presenting and evaluation of regular acts of collective worship.
- Embed Godly Play as a tool for teachers to use to further raise standards in religious education.

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

Despite the constraints of the two buildings and the two miles between them, great care is taken to ensure that the outstanding Christian caring ethos permeates both sites. As a result, Christian values and ethos underpin all areas of learner's spiritual moral, social and cultural development. Documentation and displays within the school make it very clear to all that this

is a church school of which pupils are rightly proud and therefore attendance is good. The school's mission statement of 'Happy, Caring, Achieving' is actively proclaimed and is a tangible aspect of the school. Pupils say 'we live like our motto, we don't have to think about it we just do it – we're happy, we care and we achieve'. Christian values are evident in every part of the school, particularly with regard to the quality of care provided to all. The pupil voice is strong and active in decision making. Pupils feel safe and happy and are secure in the knowledge and belief that their views are respected and valued. They view caring for their school environment as important and strongly encourage good behaviour and manners in one another. There is a deep awareness of the needs of others and the school council's regular support of various charities arises out of this concern. The 'children's gift boards' to which pupils bring home-made gifts to the offices are highly prized by the adults working in these areas. The quiet areas around the school and the areas for reflection in each classroom give good opportunities for spiritual growth and development; learners are encouraged to see the beauty of God's creation in the countryside which surrounds the school. The school is truly inclusive and welcomes pupils of all faiths and none, and of all abilities. Leaders and staff are particularly skilful in ensuring that those who join the school at times other than Foundation Stage are welcomed and included, for example, newcomers are represented on the school council. Borne out of the corporate belief that we are made in the image of God, those who attend with additional needs are fully included, nurtured and cherished so that their emotional and spiritual development is outstanding, as it is for all pupils. There is a warm welcome within the school and pupils show exemplary courtesy and consideration to each other and to adults. All within the school and those who visit comment on the quality of relationships between pupils and adults. Pupils comment 'we are like one big family.' Staff provide excellent role models which leads to the behaviour in the school being commendable. Through the creative use of after school clubs such as the knitting club, pupils demonstrate excellent stewardship skills by selling their Beanie Blobs for charity.

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

Inspirational and motivational worship occupies a central place in the life of the school and provides a rich spiritual experience that offers people of all ages an opportunity to worship and reflect. Pupils feel that collective worship 'gives us a boost, we learn what is right and wrong and it helps us to get ready for secondary school'. Staff work hard to overcome the limitations of two premises and creatively manage the constraint of there being no hall on the Blyton site. Pupils are fully aware that worship is a sacred part of the school day and they willingly respond. Prayers are said confidently and with meaning. There are times when pupils write their own prayers and these are used during acts of worship. Pupils are becoming more involved in leading class assemblies. At times of celebration collective worship takes place in either of the Parish Churches where learners have the opportunity to experience varying styles of worship. These occasions are extremely well supported by parents and carers who actively share in the worship. The new incumbent is actively involved in regular acts of school worship. Class assemblies and whole school acts of worship provide worshippers with an opportunity to make links between the worship themes and daily life and experiences and as a result, participants' spiritual development is greatly enhanced. Worship is well planned and includes themes which arise from current issues and events, values education and key times in the Church year. Pupils are familiar with a wide range of Anglican traditions and practices. Overtly Christian values such as compassion, hope and endurance are also used for the themes for worship and these elements reflect and complement religious education and personal, social and health education (PSHE). Participants speak positively about collective worship which provides for deep personal reflection and helps develop the spiritual, moral, social and cultural aspects of the lives of participants. For example, when asked to think about whether or not God has a plan for us, a Year 6 child responded with 'Yes, God has a plan for us but we don't always know what it is'. Other areas of the curriculum are used to contribute and enhance the worship. A key focus for development in the previous inspection was to include all stakeholders in the process of planning, monitoring and evaluating the effectiveness of collective worship and although significant progress has been made, it remains an issue that pupils are not as yet involved in the monitoring and evaluation of worship. There is therefore now a need to formalise monitoring and evaluation arrangements, to include pupils' views, in order to maintain the current high standards.

### **The effectiveness of the religious education is outstanding**

Religious education has a high status in the school and underpins all other areas of the curriculum. The subject is given core subject status and equal weighting to Literacy and Numeracy. Pupils in both key stages make very good progress in their knowledge and understanding of Christianity and develop a clear respect for other major world faiths and cultures. School leaders have reviewed the system of assessing and recording pupils' progress in religious education and this is ensuring that teachers use this information in their planning. The effectiveness of teaching and learning in religious education is outstanding and pupils express enthusiasm for the subject. Teachers use a wide range of teaching strategies appropriate to pupils' learning needs and there is strong evidence that staff have detailed subject knowledge. Since the last inspection, some progress has been made with regard to developing Godly Play and the subject leader is fully aware that this development now needs to become firmly embedded within the teaching of the subject. Excellent progress has been made since the last inspection in developing Philosophy for Children to develop thinking skills and outstanding examples of high level thinking about spiritual matters was observed during the inspection. As a result of this development, pupils use religious education as an opportunity to reflect on 'Big Questions' and are fully confident in expressing their views and opinions. They pose their own 'Big Questions'. Progress is good in religious education as is attainment so that by the time pupils leave the school, some are attaining at the higher levels. Leadership and management of religious education are outstanding. The Lincolnshire Agreed Syllabus is used to plan the subject across the whole school to ensure progression. The impact and effect of this on children's achievement and personal development is outstanding.

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

The headteacher has a strong personal faith commitment to her leadership of this church school. She is very well supported by the commitment of staff, governors and clergy in successfully achieving a shared vision for education rooted deeply in Christian values. Together they are an excellent and powerful team who value and support the school's Christian foundation and its close partnership with the two local churches and diocese. These external partnerships are greatly valued within the school community. Those involved with the school (parents, staff, pupils and governors) can articulate the core values which underpin the work of the school and are secure in their understanding of what it means to individuals to be a member of the school community. Lively, interactive displays in both school buildings proclaim clearly the core foundation of faith. The school is an extremely friendly, nurturing and caring establishment where every pupil, parent, and member of staff is valued as an individual. Links with the two local village communities are strong and supportive and since the last inspection, significant efforts have been made to extend community links to national and world wide levels. This has had mixed success but leaders are committed to continuing their endeavours in this regard. Most stakeholders are involved in reviewing the school as a church school and the rigour with which this happens will be enhanced when governors and staff receive effective training in how to monitor, review and hold the school to account as a church school. Parents have absolute faith in the school and recognise the welcoming Christian ethos that underpins everything the school does. The school has successfully maintained and built upon the previous outstanding Statutory Inspection of Anglican Schools report in all key areas.

SIAS report April 2012 Blyton cum Laughton Church of England Primary School, High Street, Blyton, Lincolnshire DN21 3JX