

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Partney Church of England Primary School	
Address	Maddison Lane, Partney, Spilsby, PE23 4PX
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
<p>Our small school community welcomes everyone and aspires to meet the needs of all through high expectations, Christian values and compassionate support. We strive to create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging, exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.</p> <p>Jesus answered, love the Lord your God with all your heart, with all your soul, and with all your mind. This is the greatest and the most important commandment. The second most important commandment is like it: love your neighbour as you love yourself. Matthew 22:v.37-40</p>
Key findings
<ul style="list-style-type: none"> • Through the embedded Christian vision, every child is appreciated for their uniqueness. In line with carefully tailored support, individual needs are met and pupils flourish as a result. • Positive relations lie at the heart of the school. This is strengthened by the Christian values of compassion, curiosity and courage. Pupils feel included, happy and safe, as a result. Everyone is enabled to live well together with dignity and respect. • Collective worship is inclusive, invitational and inspirational. Opportunities for prayer are evident throughout the whole school. However, not all pupils are enriched by opportunities for spiritual development. • Strong connections with the local community, including the church, support pupils to be aware of how they can make a positive difference. However, opportunities to develop this further by addressing wider issues of social injustice are not developed. • The religious education (RE) curriculum inspires pupils and impacts positively on their understanding of Christianity, world religions and other worldviews. However assessment practices are not embedded.



Areas for development

- Provide opportunities for pupils to explore wider global issues so that they develop a deeper understanding of injustice and become positive agents for change.
- Develop a shared understanding of spirituality and sequence planned opportunities across the curriculum to increase pupils' spiritual development.
- Embed the assessment practices in RE across the school.



Inspection findings

The whole school community are extremely proud of their school, where every pupil is cherished as a unique individual. United by the vision, staff strive to enrich the lives of everyone, enabling them to flourish.

Leaders including governors are strongly committed to the school. Decision making by the governing body is driven by the vision, to foster a love of learning through curiosity. They have a good understanding of the schools' strengths and areas for development. This is informed by effective monitoring, which focuses on both what is being done and its impact. Staff feel they are well supported by leaders. Through partnership working with the local teaching school and an investment in staff training, they appreciate opportunities for professional development. They are encouraged to embrace these and develop their own skills to improve the lives of others. Training in emotional literacy has been especially valuable thus, impacting on pupils' awareness of themselves and how they can communicate with others.

Driven by the Christian vision, this inclusive and caring school community ensures that pupils and staff are treated with dignity and respect. Effective, enhanced provision is in place for pupils with special educational needs and/or disabilities (SEND). This enables them to be resilient learners. The school curriculum has been revisited to ensure it meets the needs of all pupils. The curriculum is successfully enhanced by links to the locality. Opportunities for pupils to explore and understand the global environment are developing. Pupils have access to a wide range of extracurricular activities. This enables them to develop their talents and be confident in their own abilities.

Staff recognise the deep respect that pupils have for each other, and for adults who care for them. As a result, they feel included, happy and safe. The school has established the use of restorative practice. Pupils confidently explain the structure through which they resolve disagreements. They use the vision and values to help them to resolve conflict and understand the importance of forgiving. They see forgiveness as not just saying sorry but accepting an apology and moving forward from it. Thus, they strive to live well together.


As an outworking of the vision, leaders prioritise wellbeing. They make bold financial decisions to ensure it has a high priority. This includes employing a counsellor to meet the needs of individuals. Relationships are strong and families speak highly of the nurture, care and compassion all staff have for the pupils. Through their guidance, families feel empowered to better support their children at home. Parents say these positive actions "clearly impact on children's development both emotionally and academically."

Through the vision 'love your neighbour as you love yourself' the school has developed a strong connection with the local community. Everyone works well together. Pupils have embraced opportunities to be courageous advocates in their locality. Using the school values of curiosity and compassion a community garden has been created to connect everyone. Pupils speak of caring for God's world and helping new growth. This has led to an eco-club and regular litter picks in the village. Seeking to express the vision to love one another through practical acts has extended to the pupils organising coffee mornings, tea parties, cake and flower drops around the local area.

Collective worship is highly inclusive, invitational, and integral to the life of the school. The Christian vision underpins all worship and allows everyone the opportunity to engage. Pupils talk with enthusiasm about worship and how it influences them as individuals. Ending the day with worship allows the community to come together with a sense of calmness and spirituality. Time for stillness and reflection are welcomed by all to reflect on events of the

day. Older pupils are actively involved in delivering worship through 'The Pop Box'. They talk positively about leading worship and reflect on specific parables and how they connect to everyday life. The school values its relationship with the local church and embraces the theological involvement of the clergy in supporting both the pupils and staff. Anglican traditions underpin the format for worship. Pupils lead the greeting, blessing and The Lord's Prayer daily, speaking enthusiastically about "their connections to God." Staff use a shared language to talk about spirituality. Some pupils understand this but are not able to articulate their own spiritual experiences. However, opportunities to develop curiosity, wonder at nature and enjoy reflection make a strong contribution to the spiritual flourishing of all. Prayer and reflection have a vital place in the lives of the pupils. They are encouraged to form their own prayers. Early years pupils wrote prayers and held their own ceremony on the death of a tadpole, for example. One child shared their awe and wonder saying, "the tadpole will be happy now in Gods heaven."

Pupils enjoy RE and show respect when sharing their opinions and asking big questions. Pupils relish learning about world faiths and understand why this is important. They appreciate difference and diversity and respect the views of others as a result. One pupil explained the importance of learning in RE by saying "its intriguing to learn about religions because it helps you understand everyone more." As a result of monitoring, there is a clear understanding of pupil's strengths and next steps in their learning. The use of big books across the school has been beneficial to aid equality and ensure all voices are captured within religious education lessons.

	The effectiveness of RE is		Good
	RE is well led. The school has created a progressive curriculum that inspires pupils and impacts positively on their understanding of Christianity, world religions and other worldviews. Teaching and learning, through regular monitoring, is judged as good. As a result, pupils have a sound knowledge of how religion affects them and the lives of other. Assessment practices are not fully embedded.		
Information			
School	Partney Church of England Primary School	Inspection date	20 June 2023
URN	120627	VC/VA/Academy	Voluntary aided
Diocese/District	Lincoln	Pupils on roll	70
Headteacher	Sue Kay		
Chair of Governors	Joanne Lennon		
Inspector	Julia Marshall	No.	980