



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Mountnessing Church of England Voluntary Controlled Primary School

Roman Road
Mountnessing
Brentwood
Essex, CM15 0UH

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Chelmsford

Local authority: Essex

Date of inspection: 21 June 2016

Date of last inspection: 3 May 2011

School's unique reference number: 115117

Headteacher: Holly Obank

Inspector's name and number: Andrew Binnell 665

School context

Mountnessing primary school is a smaller than average-sized primary school with 107 pupils on roll, the vast majority of whom are of White British heritage. The school is on a split site which houses the four classrooms. The current headteacher has been in post since September 2012. The proportion of pupils with special educational needs and /or disabilities is broadly average. The proportion of disadvantaged pupils supported by pupil premium funding is lower than the national average. The parish church of St Giles is a distance away from the school and requires pupils to be transported there for the three school services held there annually.

The distinctiveness and effectiveness of Mountnessing as a Church of England school are good

- The strong leadership and management of the headteacher, ably supported by other school leaders, the incumbent and the governors, ensures that a Christian foundation increasingly shapes and drives forward school life and work.
- The school's explicit and inclusive Christian values are lived out by the whole school community regardless of background.
- The behaviour and respect for others demonstrated by the pupils and across the school community.
- Overall progress in developments as a church school since the previous denominational inspection in May 2011 based on an effective focus on addressing the key issue identified as a result of that inspection.

Areas to improve

- To develop opportunities for spiritual and cultural development across the school so that these aspects are as good as the provision for social and moral development.
- To increase the frequency and depth of more formalised Anglican styles of worship within school

worship drawing on and extending its existing practice

- To use the parish church of St Giles more effectively as a resource to support the wider curriculum and advance the good links in existence further

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

Mountnessing primary makes its school Christian values clear and explicit. The values of creativity, thankfulness, perseverance, responsibility, friendship, respect and reverence are displayed around the school, in the hall and are also displayed in every classroom. It is noticeable that values are displayed differently in each classroom, appropriately reflecting the age of pupils in each setting. This contributes well to the school being a calm, reflective and happy place where pupils across the age range articulate the importance of their values with maturity. Values are well focused upon each half term within planned acts of collective worship. As a result most members of the school recognise the distinct characteristics of the school's values and identify how they affect their daily lives and achievements. Responding well to lower than expected attainment in 2015 school leaders, including governors focus appropriately on raising standards through a range of targeted interventions. As a result pupils' achievements are improving with 2016 and outcomes in all key stages are on track to strengthen. Pupil behaviour is very good and a clear reflection of the school's Christian ethos. Evidence for this includes pupils stating how safe they feel at the school and pupils being polite and courteous at every opportunity. The behaviour of and respect for others, as demonstrated by the adults and pupils in this community, is a real strength of this school. As a result of this pupils want to be at school with evident improvements in pupils' attendance over time and in the increased popularity of the school within its own community. In September 2012 there were 79 pupils on roll. There are currently 107 pupils on roll. Provision for social, moral, spiritual and cultural (SMSC) education is good overall. However, opportunities for moral and social development are stronger than that for spiritual and cultural. This has been rightly recognised by the school through its self-evaluation process. Firm plans are in place to address these issues. This includes the recent opening a 'peaceful room' designed by a worship committee made up of pupils, parents, governors and the incumbent. Whilst a positive development its impact on pupils spiritual development and attitudes has yet to be felt. An improved programme of cultural enrichment is planned which includes visits to various places of worship. Again however, this has not impacted on provision currently. Pupils' do have regular opportunities to learn about different religions including Christianity, Hinduism, Islam and Judaism. As a result religious education (RE) strongly supports pupils' understanding of diversity and difference.

The impact of collective worship on the school community is good

Acts of collective worship form an important part of the school day and have impact on the school as a whole and on the lives of the individuals within the community. Worship is planned, delivered and evaluated so that it is Christian in character. It is also inclusive and sensitive to all in the school community. Through worship pupils develop a good understanding of principal Christian festivals. They also develop an appropriate understanding of the Christian concept of God as Father, Son and Holy Spirit. The Lord's Prayer, singing and the use of the image of a candle and set responses at the start and end of the worship are now established practice. These support pupils' exploration of aspects of Anglican practice well. The three visits to the church for worship services also enhances this provision. However, the school does not extend this appropriate 'church style' children's worship into practice which takes place within the school building regularly enough. The importance of prayer within school life is well supported across the school day with set prayers in place for lunchtime and for use at the end of the school day. Pupils' participation in school worship has improved significantly since the previous denominational inspection. The creation of a worship committee is a positive expression of this. Worship takes place in different groupings which enable pupils to respond differently because of the context of worship. Pupils particularly enjoy the celebration assembly at the end of the school week as it enables an expression of Christian values. A range of different people lead worship over the course of each term, including members of the local Christian community and members of the staff team, as well as the headteacher and incumbent. Worship in school is enhanced by worship in the local parish church at Harvest, Easter and at the end of the academic year. Although pupils enjoy these greatly, the school is not using the parish

church of St Giles as a resource for the wider curriculum sufficiently. For example, for artwork or history or in RE to re-enact baptisms or weddings as a way of enhancing pupils' understanding through first - hand experience. There is a good balance of biblical material and Christian teaching addressed during worship which enables pupils to deepen their understanding of Jesus and his importance for Christians. All pupils, irrespective of faith or non-faith background, participate well in the worship programme which enhances the community feel of the school well. Older pupils are now more involved in the delivery of worship and the school has successfully drawn them into a pattern of evaluation.

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

The leadership provided by the headteacher, other school leaders, the incumbent and by the governors is good. Foundation governors rightly describe 'an ethos of collaboration' within school. They together confidently articulate and positively live out and promote the school's vision, strongly promoting its Christian ethos and values. This positively impacts on pupils' development and well-being and extends across the whole community and beyond. The school, under the effective leadership of the headteacher has addressed very well the three areas for improvement identified at the previous denominational inspection. All members of the staff team feel valued and respected. In turn they inspire high expectations through the modelling of expectations of behaviour and trust in pupils that are characteristic of the school. There is detailed and accurate self-evaluation of the school as a church school. Reflecting its Christian vision, the school's curriculum is broad and creative, with a good range of extra-curricular clubs and activities for all. This contributes effectively to promoting pupils' SMSC development. Partnership with the Diocese is strong with regular visits to the school from its diocesan link adviser. This helps the school to reflect accurately on itself as a church school well. The governors have taken an active role, using their expertise to influence improvements since the previous denominational inspection. This includes, for example, the chair, governors and the incumbent observing RE lessons and acts of collective worship enabling them to contribute effectively to school self-evaluation. Since taking up her post in 2015 the incumbent has become a regular and valued visitor to the school. Her presence and involvement has impacted positively on school life and enhanced further the good relationship between parish and school. Parents see the school as a caring and inclusive community that puts their children at the heart of its work based on its Christian values. Reflecting this statutory requirements for RE and collective worship are met. The school provides effective professional, spiritual and personal development for staff and governors within the context of being a church school. It also has built up very strong relationships with the wider community through a variety of initiatives to bring people into the school such as special assemblies and school presentations.

SIAMS report June 2016 Mountnessing C of E VC Primary, Mountnessing, CM15 0UH