



## Judgement Recording Form (NSJRF)

Name of school: Edenham Church of England Primary School  
 Address of School: School Lane, Edenham, Bourne, Lincolnshire PE10 0LP  
 School URN: 120521  
 Date of inspection: 23 November 2011  
 NS Inspector's Number: 62  
 Type of Church school: VC  
 Number of pupils: 104  
 Phase of education: Primary

**Has Diocesan Quality Assurance been obtained for this report?** Yes

**Rating 1-4**

How distinctive and effective is the school as a Church school?	<b>2</b>
How well does the school, through its distinctive Christian character, meet the needs of all learners?	<b>1</b>
<b>What is the impact of collective worship on the school community?</b>	<b>2</b>
<b>How effective is the religious education?</b>	<b>N/A</b>
<b>How effective are the leadership and management of the school, as a church school?</b>	<b>2</b>
<b>The school meets the statutory requirement for collective acts of worship</b>	<b>Yes</b>
<b>The school meets the statutory requirement for religious education *</b>	<b>N/A</b>

\* *Voluntary Aided Schools*

**Edenham Church of England Primary School**

School Lane  
Edenham  
Bourne  
Lincolnshire  
PE10 0LP

**Diocese: Lincoln**

Local authority: Lincolnshire  
Date of inspection: 23 November 2011  
Date of last inspection: 24 October 2008  
School's unique reference number: 120521  
Headteacher: Mrs Kris Radford Rae  
Inspector's name and number: Mrs Ann Desborough 62

**School context**

Edenham Church of England Primary School is set in a rural location, three miles from the market town of Bourne. The school serves Edenham and the surrounding villages. There are 104 pupils on roll. Almost all pupils are of White British heritage and a few have English as an additional language.

**The distinctiveness and effectiveness of Edenham Church of England School are good.**

Edenham is an all inclusive, happy and caring school where Christian values of love, respect and forgiveness underpin the daily life of the school community. The headteacher and staff are committed to the development of the whole child and seek to nurture their gifts in a supportive and stimulating environment. Attainment is good. The school is very well supported by the Vicar, the curate, governing body and parents.

**Established strengths**

- A varied and stimulating environment impacts positively on the spiritual, moral, social and cultural (SMSC) development of pupils.
- Excellent relationships in school and with the local clergy, church, and community.
- A friendly, caring, supportive staff with polite, well behaved pupils who feel safe and valued in a Christian environment.

**Focus for development**

- Formalise the monitoring and evaluation of collective worship and the impact on the school community.
- Monitor and evaluate the school's distinctiveness and effectiveness as a church school.
- Realise the planned development of pupils' understanding and experience of major world faiths and cultures other than their own.

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

The Christian foundation of Edenham Church of England school is recognisable from the moment of arrival and clearly illustrated, with the cross on display on the playhouse and the notice boards in school. The vision, values and aims of the school, in particular that of 'inspired by the life of Christ and living in His love', are part of the daily life of the school community. Relationships are excellent and pupils, staff and parents alike are respectful and caring to each other. A comment from one member of staff said 'we are all friends, not just colleagues'. The introduction of peer mediators has helped to resolve minor situations in the playground with pupils taking ownership of their behaviour. They understand right from

wrong. Play leaders have encouraged new and reserved pupils to socially interact and the buddy system of an older pupil looking after a younger one works very well. Parents commented on this and felt that the Christian value of loving one's neighbour is very evident. All of these systems make for a friendly and happy environment and provide opportunities for promoting moral, social and spiritual development. Christian symbols and colourful and thought provoking displays on prayer, collective worship, the Creation and Annunciation are to be seen around school. These reinforce the church school status and give opportunities for reflection. The development of an outdoor quiet area, with the involvement of the whole school community, has enhanced the aesthetic appearance of the school and has provided a spiritual space where pupils take time to sit, draw or walk. The pupils' planning ideas for this area have been very well incorporated as have the efforts of the gardening club. Rules for the care, use and behaviour in the garden were discussed and agreed. This area, along with the use made of the wooded area and farmland near school, promote the spiritual and moral development of the pupils, giving them a sense of God's wonderful creation. Parents say that they feel valued and that their opinions are respected. They appreciate the recent development in communication systems which keep them well informed. Some parents have chosen Edenham school because of its church school status and are willing to travel some distance to attend. Parents stated that the Christian character, good moral standards and caring ethos of the school and the interaction with the church enhance and enrich the experiences of all.

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

Collective worship at Edenham is seen as an important part of the daily life of the school. It makes a good contribution to pupils' spiritual and moral development. It is Christian based and is attended by most staff and pupils. It is planned on a yearly basis by the headteacher, vicar and subject co-ordinator. A series of well established weekly themes incorporate the Church year, Biblical stories and aspects of the social and emotional aspects of learning (SEAL) programme. Most staff lead worship. The vicar and the curate lead worship twice weekly enabling pupils to gain a good understanding of Anglican traditions and practice. A daily worship diary is kept recording stories, music and prayers. Pupils participate with the planning of the Friday celebration assemblies and church services. The collective worship co-ordinator and the foundation governors have informally monitored and evaluated worship provision but there is no systematic monitoring of the impact of collective worship. Since the last inspection, the school has refurbished the multi-purpose hall where worship is held, giving it a light and airy atmosphere with plenty of space for role-play. Christian artefacts, books and pupil's work are all on display. The cross and lighted candle are the main focal point. The visual impact of these developments inspires those present and encourages worship and reflection. Pupils demonstrated good behaviour and respect for the spiritual atmosphere that was created. The two acts of collective worship observed had a theme of visions. The Key Stage 1 act of worship was led by the senior teacher and began with the lighting of the candle and the pupils responding with 'Still, still, Jesus is near, still, still, Jesus is here'. Pupils participated enthusiastically in the role play, listened attentively to the story of the Annunciation and sang the hymn with joy. The Key Stage 2 act of worship was led by the curate. It was age appropriate and showed use of thought provoking questioning, leaving the pupils to reflect on what the coming of Jesus means to them personally. The use of religious vocabulary in both acts of worship showed progression and illustrated pupils' growing knowledge and understanding of the Christian faith. Prayer is an important aspect of school life and this was well illustrated in collective worship when pupils responded positively saying the Lord's Prayer and the grace. School worship takes place in church at Harvest, Christmas and Easter. In the summer the use of the vicarage grounds for outdoor worship, and the Rogation day walk, the summer fete, the fruit and vegetable show, all give the pupils a sense of belonging to a community. The recent Remembrance Day service was well attended and last year the British Legion presented the school with an award for their work.

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

The leadership and management of Edenham Church of England school are good and each contributes to the distinctiveness and effectiveness of the school as a church school. The headteacher has a clear vision and since her appointment has introduced many successful

initiatives that have impacted positively on the Christian ethos of the school. She is well supported by her staff and is given practical and spiritual support by her governing body, the vicar and curate and the Bishop's visitor. The pastoral and spiritual links with the church and the wider community is evident through the school's involvement in church services and by parents speaking of feeling enriched by their experience of these events. The foundation governors are proactive and have begun attending collective worship to informally report back to the governing body. However, there appears to be no systematic monitoring or evaluation of the impact of collective worship on its participants. The governors set aside time to visit the school in session and each governor is linked to a year group of pupils. The vice chair, who is also the vicar, teaches religious education and Bible study weekly. Five pupils are receiving confirmation lessons which will culminate in a school Eucharist in the summer. Since the last inspection, the leadership and management team have worked hard to promote the school as a church school. The collective worship and outdoor areas now provide spiritual spaces for the school community. In addition, documentation for collective worship, religious education and child protection policies have been put into place. The vision, values and aims of the school as a church school have been drawn up in consultation with staff, parents and carers who have produced a clear set of statements about belonging to a church school. At present no formal evaluation of the impact of this development has been completed. The leadership and management team are committed to future developments and have identified the need to broaden pupils' understanding and experience of our multicultural society and major world religions. The staff feel valued and involved in decision making and have opportunities for further professional training. There are good links with members of the Diocesan education team and their support is valued. When recruiting new staff, the governing body ensure that candidates are fully supportive of the school's Church status. The pupil voice is heard through school council, peer mediators, house captains and play leaders. Pupils, parents and Friends of the school show concern for the needs of others by raising funds regularly for a variety of school projects and charities. In 2010 the whole school visited Walsingham for the day as a result of these efforts. Community links are good, with the school being the focal point of the local area. The school gains much through these links and through collaborative work with the local playgroup, primary and secondary schools and outside agencies.

SIAS report November 2011 Edenham Church of England Primary School, School Lane, Edenham, Bourne, Lincolnshire PE10 0LP