

SCHOOL VISIT RECORD FOR DIOCESAN ASSOCIATE ADVISOR /OFFICER (2017-2018)

The advisor will send this form 4 weeks in advance of the school visit. Headteachers are requested to complete and return this form to the advisor 10 days in advance of the school visit. Thank you

Name of Diocesan Associate School Advisor: DAN KINSEY

Email address of advisor: kinseyd@lma.nelcmail.co.uk

Date of Visit: 6.7.18

SECTION 1: SCHOOL CONTEXT

Name of School: LINCOLN BISHOP KING C.E. PRIMARY

School status: VA/

Number of children of roll: 400

Name of Headteacher: Mrs. Hazel Wheatley

E-mail address for Headteacher: hazel.wheatley@bishopking.lincs.sch.uk

Name of Chair of Governors: Mr Chris Williams

E-mail address for Chair of Governors: chairman@bishopking.lincs.sch.uk

SECTION 2: CHURCH SCHOOL CHARACTERISTICS

Date of last SIAMS report:

SIAMS grades:	OE: 1	CC: 1	CW: 1	RE (VA only): 1	L&M: 1
Current SEF grades	OE: 1	CC: 1	CW: 1	RE: 1	L&M: 1

Current Key Strengths (Church School Characteristics):

CLEAR FOCUS ON CSC HAS CONTINUED THIS YEAR DUE TO A NEW LEADERSHIP TEAM

Current priorities for development (Church School Characteristics):

- Develop the use of the peace garden in the school grounds in order to increase the opportunities for children's personal reflection.
- Ensure pupils are involved in the planning and evaluation of collective worship in order to give them greater ownership of it.

Any barriers for developing church school distinctiveness?

NONE

Is the school meeting the statutory requirements for Religious Education? **Yes**

Links with church community: ~~Weak~~ / Satisfactory

MUCH IMPROVED: ST BOTOLPH'S, ST SWITHIN'S LEADING JUNIOR ALPHA, SALVATION ARMY LEADING BAND PRACTICE, WEEKLY CW VISITORS, CW COUNCIL LEADING CW, VALUES REVIEWED

SEPTEMBER 2017, SCHOOL USING "UNDERTANDING CHRISTIANITY / LAS FOR R.E. CURRICULUM

Diocesan training completed in last 12 months (staff/governors):

WHOLE STAFF: R.E./ WORSHIP; RE CURRICULUM

CHURCH LEAD: UNDERSTANDING CHRISTIANITY COURSE; RE CURRICULUM

What further Diocesan training is required for school:

UNDERSTANDING CHRISTIANITY COURSE/ R.E. CURRICULUM: PLANNED FOR 19.6.18

Any other comments re church school characteristics?

NEW CHURCH/ R.E. LEAD THIS YEAR

COLLECTIVE WORSHIP LED AND MANAGED BY STAFF MEMBER/ STRONG LINKS WITH ST SWITHINS CHURCH

SECTION 3: ACADEMIC ACHIEVEMENT

Date of Last OfSTED report: JANUARY 2016

OfSTED Grades: Good

Current SEF grades: GOOD

Progress made against OfSTED areas for developments (brief overview): SEE SDP

Current priorities for development (related to OfSTED framework/ school improvement):

Priority One: Improve the quality of teaching and pupils' achievement by ensuring:

- the curriculum and teaching is further modified to provide greater challenge and more support for the most able in order to help these pupils achieve their very best (Ofsted, January 2016)
- teachers consistently, in all classes, carefully assess pupils' work and learning during lessons (Ofsted, January 2016) helping pupils to overcome misconceptions and gain a clearer understanding of exactly where to focus their efforts to reach the next stage in their learning
- additional adults are used effectively to address any gaps in children's learning with a focus on groups, particularly: SEND, Pupil Premium and EAL
- basic vocabulary, phonics, spellings, grammar and tables are a focus and linked to homework
- improved percentages of pupils are working at Age Related Expectations in all subjects, in each year group - taking account of pupil mobility
- improved attendance so that children don't miss so much learning
- all teaching is at least good
- progress is accelerated so that all groups make at least expected progress, taking account of pupil mobility
- improved behaviour through focussed and planned support so that all children are fully engaged in their learning.

Priority Two: Further develop leadership and management so that:

- professional development of senior and middle leaders is linked to their identified needs to promote succession planning (DHT, SENCo, SBM, Office Manager,)
- newly appointed phase, middle and subject leaders are supported in carrying out their role (SENCo, FS leader)
- phase, middle and subject leaders have clear action plans and can show impact on standards in their area(s) of responsibility
- all governors undertake training linked to their identified needs
- all governors take a proactive role in raising the profile of the governing body

Any barriers for school improvement?

HIGH MOBILITY – 28%; HIGH MID-YEAR ADMISSIONS AND DEPARTURES
HIGH SEND NEEDS: 10 EHCs PLUS TWO PENDING IS A FINANCIAL BURDEN
LOW ATTAINMENT DUE TO HIGH INWARD MOBILITY OF NON-ENGLISH SPEAKING CHILDREN

Names of schools in collaborative partnerships/networks:

- St Peter at Gowts CE Primary

The advisor will have a copy of the latest OfSTED report and Inspection Dashboard from the OfSTED website. You are not required to provide further data information.

In the next section, headteachers are invited to provide a brief overview of the school's current academic performance and any issues you would like to discuss with the advisor.

Key strengths relating current academic performance:

- SUBJECT LEADERSHIP HAS PROGRESSED WELL THIS YEAR. LEADERS ARE ABLE TO ARTICULATE THE IMPACT OF THEIR ACTIONS
- QUALITY OF WORK IN MOST BOOKS IS AT LEAST GOOD AND SHOWS GOOD PROGRESS
- PHONICS

Key focus areas for improving current academic performance:

- MATHEMATICS PROGRESS
- WRITING PROGRESS
- MOST ABLE CHILDREN
- DISADVANTAGED PUPILS

Any other notable issues / comments

- HIGH SOCIAL DEPRIVATION
- HIGH MOBILITY
- ATTENDANCE IMPROVED BUT REMAINS BELOW NATIONAL

Summary from Advisor (including comments from tour and discussion with the Headteacher)

The advisor should note any guidance and advice provided to help the school move forward. If there are any actions for the Diocesan Education Team to follow up, these should be clearly noted at the end of this section.

This summary should be no more 300 words

Thank you for again making me very welcome on my second visit to Bishop King. I very much enjoyed spending time talking with Nicki Knapp (RE lead) and consequently the main focus of the visit was orientated towards the development of RE and subject leadership in this core curriculum area.

It was very evident that much positive work has been undertaken in the time Nicki has assumed responsibility for leading this area. Building well on previous developments with the introduction of Understanding Christianity, many positive steps and actions have been undertaken in preparation for the new agreed syllabus. It is clear that the very comprehensive whole school planning document produced by Nicki will provide significant support to teachers, as well as setting clear expectations

and appropriate challenge for the pupils, as you work towards deepening the pupils' ability to 'reflect and respond' against a background of improved subject knowledge. Nicki is very passionate about her curriculum leadership role and has created a good plan of action and is already monitoring standards well through learning environment walks, book scrutiny, collecting and analysing assessments and providing CPD for staff together with written feedback to aid them in their developing knowledge of UC and other areas of RE.

Much other positive information concerning the development of the 'Christian Character' of the school was shared, including the development of Godly Play, the school choir, Junior Alpha, the involvement of the Salvation Army and strong relationships with the Mosque.

The tour of the school provided us with the opportunity to look at how the school is addressing the SIAMS key areas for development – reflective spaces and Peace Garden. The Peace Garden was very impressive and I'm sure the children very much enjoy using it to its full potential – evidencing this would be helpful for SIAMS (photographs/ pupils' reflections having worked in it etc.), reflective spaces linked to the termly school value (thankfulness) and RE (where relevant) were established in every classroom - including nursery; the children I spoke to were very clear how they regularly access the area in their classroom and how it links to weekly class worship (good evidence for SIAMS).

You wanted the visit to provide you with an external perspective of 'how the school was doing', from what I saw, I believe you are making very good progress in moving the school forwards, both in addressing the SIAMS areas, the development of RE and subject leadership.

I spoke to Nicki about applying for the RE Gold Mark – self assessing yourself against the gold criteria in September should provide you with time to address any areas in advance of a visit from the assessor in January. I believe you are very well placed to attain 'Gold'. This will definitely support an 'excellent' grading in the new SIAMS framework. I discussed with Nicki that compiling a three-year action plan, building to SIAMS in 2021 would be helpful in defining the strategic direction required to fully address all the areas within the changed framework. We discussed that attending SIAMS training would be beneficial to support the leadership of this work going forward. We discussed that funding was a significant challenge and how the school may be able to tap into diocesan/ RE grants to further develop learning opportunities as well as purchase additional resources. In conversation with Nicki I talked about how effective subject leadership required time to both plan and monitor to establish impact and effectiveness – Nicki has some directed time to do this but I would recommend that if you want to fully develop all the areas discussed today she would benefit from regular additional time and possibly the support of someone else within the school to help champion the great work that is taking place.

I look forward to visiting you and the school again in 2019.

ACTIONS FOR THE DIOCESAN EDUCATION TEAM TO FOLLOW UP (if any)

Gillian and Paul

Please provide Nicki with all the information you have on accessing grant funding – diocese, National Society, RE development bodies, bible purchase etc...

--

Signature of Headteacher :

Signature of Diocesan School Adviser:

Copies of visit record to the Headteacher and the Diocesan Education Centre