

Public Document Pack



Rutland County Council

Catmose, Oakham, Rutland, LE15 6HP.
Telephone 01572 722577 Facsimile 01572 758307 DX28340 Oakham

Ladies and Gentlemen,

A meeting of the **RUTLAND SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION)** will be held in the Martinsley - Catmose on **Thursday, 17th March, 2016** commencing at 4.30 pm when it is hoped you will be able to attend.

Yours faithfully

Helen Briggs
Chief Executive

Recording of Council Meetings: Any member of the public may film, audio-record, take photographs and use social media to report the proceedings of any meeting that is open to the public. A protocol on this facility is available at www.rutland.gov.uk/haveyoursay

A G E N D A

APOLOGIES FOR ABSENCE

1) OPENING PRAYER

Dear Father,

We thank You for everyone here and we ask for Your blessing and help as we are gathered together.

Fill us with Your Holy Spirit, guide us and inspire our hearts.

Fill our lives with Your love and Fill our conversations with Your grace and truth.

We ask this in the name of the Lord Jesus Christ.

Amen

2) RECORD OF MEETING

To confirm the minutes of the meeting of the Rutland SACRE held on 12 January 2016.

(Pages 5 - 10)

3) ACTIONS FROM THE PREVIOUS MEETING

No.	Ref.	ACTION	Person Responsible
1.	3.3	Dr Sharif would email Mr Gale's contact details to Miss Waller so a formal letter of invitation could be sent	Dr Sharif & Miss Waller
2.	7.1	Miss Waller would write to Baroness Williams regarding raising the profile of SACRE, with a copy to Sir Alan Duncan, MP.	Miss Waller
3.	8.1	Mr Menzies would add some additional wording to the survey form before it was issued.	Mr Menzies
4.	8.2	The Clerk would email the survey form to members for comments (deadline 22/01/16) and then circulate to schools' RE representatives on the 25/01/16.	Miss Narey
5.	9.1	Dr Sharif would notify Mr Sharpe which GCSE boards Casterton College and Rutland County College used.	Dr Sharif
6.	10.1	Ms Walker would contact Empingham Primary School, Miss Waller would contact Brooke Hill Primary School and Mrs Davis would contact Exton Primary School for statements from their RE pupils for the Annual Report.	Miss Walker, Miss Waller & Mrs Davis
7.	10.2	Dr Sharif to email to members the statement received from Mrs Davis for the annual report	Dr Sharif
8.	11	Mrs Crellin would update/amend the self-evaluation form and email the first draft to members for comments.	Mrs Crellin
9.	12.1	Mr Smith would present the SACRE Annual Report 2014/15 on behalf of Secondary Schools and Ms Walker or Mrs Davis would present on behalf of Primary Schools at the RCC People (Children) Scrutiny Panel on the 28th April 2016.	Mr Smith, Ms Walker, Mrs Davis
10.	6.2	Miss Waller would draft a paragraph from the letter by Lord Nash and send to Miss Narey for inclusion in the Annual Report.	Miss Waller
11.	7.1	Ms Walker and Mrs Davis would produce details of the ways primary and secondary schools approach collective worship for discussion at the next meeting	Ms Walker & Mrs Davis

- 4) **RUTLAND SACRE ANNUAL REPORT 2014/15**
(Pages 11 - 30)
- 5) **SCHOOL IMPROVEMENT STRATEGIC PLAN**
Item added as requested from previous meeting
- 6) **SCHOOL SURVEY**
Update to be provided by Dr Rashida Sharif
- 7) **COLLECTIVE WORSHIP**
- 8) **ACTION / DEVELOPMENT PLAN 2016/17**
- 9) **OFSTED INSPECTION REPORTS**
 - a) **Oakham CofE Primary School**
(Pages 31 - 40)
 - b) **Langham CofE Primary School**
(Pages 41 - 50)
- 10) **ARTICLES FROM THE TIMES**
Articles recently published in The Times – an update from Mr David Sharpe
- 11) **ANY URGENT BUSINESS**
- 12) **DATE OF NEXT MEETING:**
Proposed meeting dates for 2016:
 - Tuesday, 17 May 2016: 4.30 – 6.30 p.m. in the Council Chamber
 - Tuesday, 12 July 2016: 4.30 – 6.30 p.m. in the Council Chamber
 - Tuesday, 13 September 2016: 4.30 – 6.30 p.m. in the Council Chamber
 - Tuesday, 8 November 2016: 4.30 – 6.30 p.m. in the Council Chamber

---oOo---

DISTRIBUTION
MEMBERS OF THE RUTLAND SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION):

Miss G Waller (Chairman)	
Mr A Menzies	Mrs B Crellin
Mr C Smith	Mr D Sharpe
Mrs E Ray	Rev J Baxter
Mrs J Harley	Ms K Walker
Mrs L Stephenson	Mrs M Davis
Mr M Kee	Dr R Sharif
Mrs R Grey	Mr R Gale
Mrs S Reseigh	Mrs S McGrath

OTHER MEMBERS FOR INFORMATION



Rutland County Council

Catmose Oakham Rutland LE15 6HP
Telephone 01572 722577 Facsimile 01572 75307 DX28340 Oakham

Minutes of the **MEETING of the RUTLAND SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION)** held in the Council Chamber, Catmose, Oakham, Rutland, LE15 6HP on Tuesday, 12th January, 2016 at 4.30 p.m.

PRESENT:

GROUP A – Representatives of other Churches and Faiths		
1.	Mr Andreas Menzies	The Roman Catholic Church

GROUP C – Teacher Representatives		
2.	Mr Neil Rawes (rep. Mr Carl Smith)	Association of School and College Leaders (ASCL)
3.	Mr David Sharpe	Association of Teachers and Lecturers (ATL)
4.	Mrs Megan Davis	National Association of Head Teachers (NAHT)

GROUP D – Local Education Authority Representative		
5.	Miss Gale Waller (Chair)	Rutland County Council (Councillor)
6.	Mrs Lucy Stephenson	Rutland County Council (Councillor)

Co-opted Groups		
7.	Ms Katy Walker	Rutland Headteachers' Forum

Local Education Authority Officers		
8.	Dr Rashida Sharif	Rutland County Council (Officer)
9.	Miss Jane Narey	Clerk

APOLOGIES:

GROUP A – Representatives of other Churches and Faiths		
10.	Mrs Eileen Ray	The Methodist Church

GROUP B – Church of England Representatives		
11.	Mr Michael Kee	Peterborough Diocese
12.	Mrs Barbara Crellin	Peterborough Diocese
13.	Rev Jane Baxter	Rutland Deanery
14.	Mrs Joanna Harley	Rutland Deanery

GROUP C – Teacher Representatives		
15.	Mr Carl Smith	Association of School and College Leaders (ASCL)
16.	Mrs Sue McGrath	Secondary Consortium
17.	Mrs Kay Smith	Co-opt Primary Head

18.	Mrs Rebecca Grey	Co-opt Primary Head
-----	------------------	---------------------

Co-opted Groups		
19.	Mrs Sarah Reseigh	Unison (representing Teaching Assistants)

1 **OPENING PRAYER**

The opening prayer was read by Mr Andreas Menzies.

2 **RECORD OF MEETING**

The following corrections were requested to be made to the minutes of the meeting of the Rutland Standing Advisory Council on Religious Education (SACRE) committee held on the 13th October 2015:

Item 3, a), 1: 'the VOICE' should be amended to 'VOICE'.

Item 5, b): The RE short course would NOT be ending in 2016.

Item 5, c): The RE Studies course would NOT be renamed as 'Philosophy & Ethics'.

The remaining minutes, copies of which had been previously circulated, were confirmed and signed by the Chair.

3 **ACTIONS FROM THE PREVIOUS MEETING**

1. Dr Sharif reported that Megan Davis would attend future meetings as the NAHT representative and Katy Walker would attend as the representative of Rutland's Headteachers' Forum.
2. Mr Rawes reported that Jonathan Watt was unable to commit as the NASUWT representative at future SACRE meetings. However, Dr Sharif reported that Mr Ritchie Gale from Catmose College had agreed to attend as the representative of the National Union of Teachers (NUT).

AGREED:

1. Dr Sharif would email Mr Gale's contact details to Miss Waller so a formal letter of invitation could be sent.

ACTION: Dr Sharif & Miss Waller

3. Dr Sharif reported that no schools had applied for the RE Quality Mark.
4. Miss Waller reported that she would visit Oakham Church of England Primary School on the 27th January 2016 and that she would also be visiting St Mary and St John Church of England Primary School.
5. Miss Waller reported that letters had been sent to the Headteachers of Uppingham Community College and Casterton College Rutland (née Casterton Business and Enterprise College) regarding their 2015 RE results but no responses had been received.

6. Miss Waller reported that she had contacted Northamptonshire SACRE board regarding her attendance at a future meeting as per their invitation and was awaiting their response.
7. Miss Waller reported she had not written to Sir Alan Duncan, MP but instead proposed writing to Baroness Shirley Williams of Crosby, regarding raising the profile of SACRE's.

AGREED:

1. Miss Waller would write to Baroness Williams regarding raising the profile of SACRE, with a copy to Sir Alan Duncan, MP.

ACTION: Miss Waller

8. Dr Sharif stated that the changes would be made to the survey form as requested.

AGREED:

1. Mr Menzies would add some additional wording to the survey form before it was issued.

ACTION: Mr Menzies

2. The Clerk would email the survey form to members for comments (deadline 22/01/16) and then circulate to schools' RE representatives on the 25/01/16.

ACTION: Miss Narey

9. Dr Sharif distributed details of Casterton College Rutland's RE GCSE short and full course results to attendees.

AGREED:

1. Dr Sharif would notify Mr Sharpe which GCSE boards Casterton College Rutland and Rutland County College used.

ACTION: Dr Sharif

10. Dr Sharif reported that she had obtained statements from Harington School 'A' Level RE pupils.
Ms Walker stated that some statements from RE pupils from primary schools had received but no response had been received from Empingham, Brooke Hill or Exton Primary Schools.
Dr Sharif distributed to attendees a case study from Casterton College Rutland.
Mrs Davis reported she had sent a statement for the annual report, including positive comments, regarding the agreed syllabus and the new website to Dr Sharif.

AGREED:

1. Ms Walker would contact Empingham Primary School, Miss Waller would contact Brooke Hill Primary School and Mrs Davis would contact Exton Primary School for statements from their RE pupils for the Annual Report.

ACTION: Ms Walker, Miss Waller, Mrs Davis

2. Dr Sharif would email members the statement received from Mrs Davis for the annual report.

ACTION: Dr Sharif

11. **ACTION ONGOING:** Mrs Crellin would update/amend the self-evaluation form and email the first draft to members for comments.

ACTION: Mrs Crellin

12. Mr Rawes confirmed that Mr Carl Smith would present the Rutland SACRE Annual Report 2014/15 to the RCC People (Children) Scrutiny Panel on the 28th April 2016.

AGREED:

1. Mr Smith would present the SACRE Annual Report 2014/15 on behalf of Secondary Schools and Ms Walker or Mrs Davis would present on behalf of Primary Schools at the RCC People (Children) Scrutiny Panel on the 28th April 2016.

ACTION: Mr Smith, Ms Walker, Mrs Davis

---oOo---

Mr Neil Rawes left the meeting at 5.32 p.m.

---oOo---

4 OFSTED INSPECTION REPORTS

No OfSTED inspection reports had been received since the last meeting.

5 NASACRE ANNUAL CONFERENCE 2016

AGREED:

1. Mr Menzies would attend the NASACRE Annual Conference being held in the Central Hall Westminster on Tuesday, 17th May 2016.

6 RUTLAND SACRE ANNUAL REPORT 2014/15

A discussion was held regarding the annual report.

AGREED:

1. The School Improvement Strategic Plan would be discussed at the next meeting.
2. Miss Waller would draft a paragraph from the letter by Lord Nash and send to Miss Narey for inclusion in the Annual Report.

AGENDA

ACTION: Miss Waller

7 COLLECTIVE WORSHIP

A discussion was held regarding Collective Worship, which needs to be included in the Annual Report.

AGREED:

1. Ms Walker and Mrs Davis would produce details of the ways primary and secondary schools approach collective worship for discussion at the next meeting.

ACTION: Ms Walker and Mrs Davis

AGENDA

8 ACTION/DEVELOPMENT PLAN

This item would be carried forward for discussion at the next meeting.

10 ANY URGENT BUSINESS

- a) Mr Sharpe reported that there was no approved GCSE syllabus for 2018.

11 DATE OF NEXT MEETNG:

- a) The next meeting was due to be held on the 5th April 2016 but this would be during the school holidays. Should the meeting be moved to Tuesday, 19th April 2016?

AGREED:

1. The next meeting would be held on the 17th March 2016, 4.30 – 6.30 p.m. in the Martinsley Room at Rutland County Council.

---oOo---

The Chair declared the meeting closed at 6.26 p.m.

---oOo---

This page is intentionally left blank



**Standing Advisory Council on
Religious Education**

Supporting Rutland Schools in delivering Religious Education



**Rutland
Standing Advisory Council
For
Religious Education
(SACRE)**

**Annual Report for the
Academic Year
2014-2015**

**“Philosophy and Ethics gives me essay writing skills in
order to progress and help me with essays and lectures at
university.”**

Post 16 Student, Rutland

Version 4

Contents

1 INTRODUCTION	2
2 THE ROLE OF SACRE	4
3 RELIGIOUS EDUCATION.....	6
4 OfSTED INSPECTION REPORTS 2014-2015.....	6
5 SIAMS INSPECTION REPORTS 2014-2015.....	8
6 KS4 and KS5 RESULTS 2014	10
7 REPORTING TO PARENTS	11
8 LINKS TO LOCAL AUTHORITY AND NATIONAL PRIORITIES	11
9 COMPLAINTS ABOUT COLLECTIVE WORSHIP	12
10 SACRE DEVELOPMENT PLAN 2013-15	12
11 RELIGIOUS EDUCATION TRAINING PROGRAMME.....	13
12 LINKS WITH PARTNERS AND OTHER BODIES.....	13
13 SACRE BUDGET	14
APPENDIX A	15
APPENDIX B	18
APPENDIX C	19

This information can be made available in other languages and formats on request.

1 INTRODUCTION

Rutland Standing Advisory Council for Religious Education (SACRE) is a statutory body which has a key role in monitoring of Religious Education in schools in Rutland. It has an important role working on behalf of the local authority to advise on the provision of Religious Education in all forms of schools and educational establishments in the local area.

The roles and responsibilities of a SACRE are clearly set out in Section 3 of *Religious Education in English schools: Non-statutory guidance 2010* published by the Department for children, schools and families. This guidance can be found at: <https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

SACREs were established by the 1944 Education Act and their functions set out in the 1988 Education Act. The main functions are to advise the Local Authority on matters related to Collective Worship in community schools and the Religious Education to be given in accordance with the Locally Agreed Syllabus.

The SACRE also has the duty to require that the Locally Agreed Syllabus be reviewed every five years to keep it relevant and appropriate and to ensure that schools comply with the legislation.

This Annual Report indicates how these functions and duties have been discharged during the year. The report also aims to provide wider information about the provision for RE and the standards that students are achieving; about the

provision for Collective Worship and about SACRE's own activities.

We hope that the report will inform developments in RE and Collective Worship in Rutland and be an effective support for school improvement.

The local SACRE congratulates those primary schools who received good grades in this year's OFSTED inspection reports for the spiritual, moral, social and cultural development of their pupils and also the schools who have achieved good judgements in their Statutory Inspection of Anglican and Methodist Schools (SIAMS) reports. The SACRE will continue to encourage schools to broaden knowledge and understanding of all cultures and faiths.

Thank you to Rutland County Council for their assistance in the support and running of the Rutland SACRE.

I should like to commend this report.

Cllr Gale Waller
Chair of SACRE

2 THE ROLE OF SACRE

“RE means learning about other religions as well as our own. I enjoy hearing stories that have been passed down the ages and I want to find out why there are lots of religions in the world.”

Year 5 Pupil, Rutland School

2.1 Background

The 1988 Education Reform Act confirmed the statutory requirement for all LAs to reform a permanent body for Religious Education – The Standing Advisory Council for Religious Education (SACRE). The Rutland SACRE is an independent body which exists to advise the Local Authority (LA) on matters concerned with the provision of Religious Education and Collective Worship.

2.2 By law the SACRE comprises of four groups:

Group One: Representatives of Christian denominations and other religions, reflecting the principal religious traditions of an area (Rutland in our case)

Group Two: Church of England Representatives

Group Three: Teacher Associations

Group Four: LA Representatives

Each group has equal status and voting rights. See **Appendix A** for membership.

2.3 The broad role of the SACRE is to support the effective provision of Religious Education and Collective Worship in maintained schools / community colleges through:

- Advise the LA on methods of teaching the Agreed Syllabus for Religious Education;
- Advising the LA on the provision of training for teachers;
- Monitoring inspection reports on Religious Education, Collective Worship and Spiritual, Moral, Social and Cultural (SMSC) Development of pupils;
- Considering complaints about the provision and delivery of Religious Education and Collective Worship referred to SACRE by the LA;
- Obtaining support from the LA to review its locally Agreed Syllabus.
- Contributing to community cohesion.

2.4 The Rutland SACRE meets at least three times each year and, since July 2015, this has been at Rutland County Council's Catmose building reflecting SACRE's position as a committee of the Council. SACRE meetings are open to the public who may attend as observers and minutes are published on Rutland County Council's website.

3 RELIGIOUS EDUCATION

“RE is inspiring and interesting. I love to learn about different religions, different places and different people and make drawings. I like to sit in a circle and reflect on stories like Islam’s “creation story” and stories about God.”

Year 5 Pupil, Rutland

3.1 There is a legislative requirement that a Local Authority should undertake a review of its Agreed Syllabus every 5 years. Since 1997, when Rutland became a unitary authority, Rutland has adopted the Northamptonshire Locally Agreed Syllabus. This is now called “Growing Together” and Rutland County Council agreed to adopt this Syllabus in February 2011.

4 OFSTED INSPECTION REPORTS 2014-2015

“I enjoy RE when it is really active, such as acting out scenes from the Bible because you can have fun whilst learning. I love to learn about RE in different ways, like visiting different religious buildings on school trips to help us understand about different cultures.”

Year 5 Pupil, Rutland school

4.1 The following Rutland Primary Schools were inspected by Ofsted in the 2014-2015 academic year:

- Leighfield Primary School
- Brooke Hill Academy
- Uppingham C of E Primary School

4.2 Leighfield Primary School

Section 5 Inspection: March 2015

Inspection findings:

The promotion of pupils' spiritual, moral, social and cultural development is good. The academy is a happy, harmonious community, where relationships are excellent between pupils and with staff.

Pupils behave well. They are safe and feel safe, because they are confident that their friends and the adults will take care of them.

4.3 Brooke Hill Academy

Section 5 Inspection: February 2015

Inspection finding:

Pupils' spiritual, moral, social and cultural development is good.

Behaviour in school is good and pupils have a positive attitude to learning. The school's work to keep the pupils safe is good.

There are insufficient opportunities for pupils to develop their understanding of the diverse society in which they live. The senior leadership team is developing the range of subjects effectively to ensure it meets the needs of all pupils. The pupils' spiritual, moral, social and cultural development is

good. However, although the pupils know about other religions and cultures, opportunities to fully understand the diverse society in which they live are limited.

4.4 Uppingham CofE Primary School

Section 5 Inspection: April 2015

Inspection finding:

Behaviour is good. The school promotes pupils' spiritual, moral, social and cultural development effectively and prepares them well for the next stage in their education.

5 SIAMS INSPECTION REPORTS 2014-2015

“Philosophy and Ethics gives a different outlook on all aspects of life. It allows you to look through the eyes of others seeing their opinions and views in relation to views and concepts we share today. I feel these skills will be useful later in life when in a work environment, co-operating with others and making moral and ethical decisions.”

Post 16 Student, Rutland

5.1 Langham CofE Primary School

SIAMS Inspection December 2014

Inspections findings:

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

The impact of collective worship on the school community is outstanding.

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

A copy of the full report is attached at **Appendix B**.

5.2 Oakham Church of England VC Primary School

SIAMS Inspection March 2015

Inspections findings:

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

The impact of collective worship on the school community is satisfactory.

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

A copy of the full report is attached at **Appendix B**.

5.3 Uppingham Church of England VC Primary School

SIAMS Inspection February 2015

Inspections findings:

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

The impact of collective worship on the school community is satisfactory.

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

A copy of the full report is attached at **Appendix B**.

5.4 Whissendine Church of England VC Primary School

SIAMS Inspection January 2015

Inspections findings:

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

The impact of collective worship on the school community is outstanding.

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

A copy of the full report is attached at **Appendix B**.

6 KS4 and KS5 RESULTS 2014

“At GCSE level I enjoyed the ethics side, arguing and discussing current ethical issues such as the euthanasia.” Post 16 Student, Rutland

- 6.1 Validated KS4 and KS5 data for 2015 attainment outcomes was provided to SACRE in Spring 2016 and is provided at **Appendix C**.
- 6.2 SACRE members were particularly pleased to note the high achievement levels of students taking GCSE RE. We were pleased to see the numbers entering from Catmose College for the Full Course GCSE programme and the success those students had. We also celebrated the success Uppingham Community College and Casterton College had for the Short Course programme. The Short Course provides the opportunity for young people, particularly those who do not wish to study a full GCSE programme, to achieve a qualification in RE. RE is compulsory to age 18 for students in state schools and colleges.

7 REPORTING TO PARENTS

- 7.1 Standards at all key stages are regularly reported to parents in the annual report of each pupil's work at the end of the summer term and during the year at parents' evenings.

8 LINKS TO LOCAL AUTHORITY AND NATIONAL PRIORITIES

“Philosophy and Ethics is a very varied subject in terms that it is useful in any career path. The subject enables you to think critically and open your judgement to ethical decisions which are relevant not only in the past but in the present society.”

Post 16 Student, Rutland

- 8.1 The inspection reports for both S5 and S48 present a sound baseline for the monitoring of Spiritual, Moral, Social and Cultural Education in Rutland schools and colleges.
- 8.2 The SACRE endeavours to respond to the proposed priorities of the Local Authority “Children and Young Peoples’ Plan”. For example, the extent to which the RE Syllabus meets the needs of the community.
- 8.3 The SACRE also endeavours to promote and develop the importance of resilience in young people through relevant areas of the curriculum in school including Religious Education.

9 COMPLAINTS ABOUT COLLECTIVE WORSHIP

- 9.1 There have been no complaints about Collective Worship made to the Rutland SACRE by parents in 2014-2015.

10 SACRE DEVELOPMENT PLAN 2013-15

- 10.1 The SACRE reviewed its Development Plan for 2013-15.

The Development Plan aimed to address the following issues over the two years:

- Identifying common strengths and areas for development in RE.
- Identifying the required professional development for raising standards in RE and providing quality Collective worship.

- Contributing to the priorities of the Local Authority strategic partnership in relation to community cohesion.

10.2A new Development Plan will be developed in 2015/16.

11 RELIGIOUS EDUCATION TRAINING PROGRAMME

11.1 The SACRE agreed to review the potential for creating a RE cluster in Rutland led by schools.

12 LINKS WITH PARTNERS AND OTHER BODIES

“I love RE because it is extremely interesting and I get to learn about different gods and religions.”

Year 5 Pupil, Rutland

12.1 Rutland SACRE is actively involved in the National Association of SACREs (NASACRE) and has been represented at its meetings and conferences.

12.2 Rutland Local Authority works closely with both the Anglican and Roman Catholic Diocese and with Northamptonshire’s Religious Education Advisory Team in the support of Religious Education teaching in its Church of England, Community, Foundation schools and academies.

12.3 SACRE considered the highlights of the NASACRE conference which were:

- The importance of young people being taught the facts about different faiths rather than, as adults, being reliant on the misinformation provided by the popular press;

- The need for SACREs to capture ‘the voice of the child’;
- The risk that free schools will not teach RE;
- The need for the children’s scrutiny panel to consider SACRE’s annual report:
- The value of SACRE having a web presence;

13 SACRE BUDGET

13.1 SACRE has a small budget. This has been allocated for clerking of meetings, the taking up of SACRE business by the clerk, taking forward special projects and to maintain the links with and the support of NASACRE, including sending a delegate to the Annual Conference.

APPENDIX A

Rutland SACRE Membership and Attendance 2014-2015

The Rutland SACRE has met on the following occasions in 2014-2015:

Date	Venue
26 June 2014	St Joseph's RC Church, Station Road, Oakham
18 November 2014	Voluntary Action Rutland, Land's End Way, Oakham
3 February 2015	Council Chamber, RCC
17 March 2015	Oakham CofE Primary School
15 July 2015	Council Chamber, RCC
13 October 2015	Council Chamber, RCC

GROUP A – Representatives of other Churches and Faiths

Name	Representing	Actual attendance	Eligible attendance
Mr Andreas Menzies	The Roman Catholic Church	5	6
Mrs Eileen Ray	The Methodist Church	4	6
Vacancy	The United Reform Church	0	6
Vacancy	The Baptist Church	0	6
Vacancy	Other Faiths	0	6
Vacancy	The Congregational Fed	0	6
Vacancy	The Quakers	0	6

GROUP B – Church of England Representatives

Name	Representing	Actual attendance	Eligible attendance
Mr Michael Kee	Peterborough Diocese	1	6
Mrs Barbara Crellin	Peterborough Diocese	2	6
Rev Jane Baxter	Rutland Deanery	0	5
Mrs Joanna Harley	Rutland Deanery	0	5

GROUP C – Teacher Associations			
Name	Representing	Actual attendance	Eligible attendance
Mr David Sharpe	ATL	3	6
Mr Carl Smith	ASCL	0	5
Mrs Megan Davis	NAHT	2	5
Mrs Sue McGrath	Secondary Consortium	0	6
Mrs Mary-Anne Marples	Co-opt Primary Head	0	0
Mrs Rebecca Grey	Co-opt Primary Head	2	6
Vacancy	NASUWT	0	6
Vacancy	Voice	0	6

GROUP D – Local Education Authority Representative			
Name	Representing	Actual attendance	Eligible attendance
Miss Gale Waller	Rutland County Council	6	6
Mrs Lucy Stephenson	Rutland County Council	0	1

Rutland LA Officer Supporting the Rutland SACRE

Dr Rashida Sharif, Specialist Education Officer

Clerk to the Rutland SACRE

Jane Narey, Corporate Support Officer

APPENDIX B

SIAMS Inspection Reports

- Langham CofE Primary School



Peterborough
Langham 091214.doc

- Oakham Church of England VC Primary School



Peterborough
Oakham 190315.doc

- Uppingham Church of England VC Primary School



Peterborough
Uppingham 060215.d

- Whissendine Church of England VC Primary School



Peterborough
Whissendine 150115.

APPENDIX C

Key Stage 4 Results 2015 (Validated January 2016)

Oakham CofE Primary School

Burley Road, Oakham LE15 6GY

Inspection dates

29–30 September 2015

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Although rates of pupils' progress have increased considerably in the past year, their attainment is not yet high enough. Progress is slower in mathematics than in reading and writing.
- Not all disadvantaged pupils are making fast enough progress.
- Teachers are not giving the most-able pupils, including those who are disadvantaged, work that challenges them sufficiently.
- Although teaching, learning and assessment are now much better, they are not yet consistently good in all year groups.
- Teachers do not always check that all pupils, and particularly those of lower ability, have followed their advice on how to make their work better.
- Teachers do not always adjust the work they give to match pupils' different needs, or ensure that increasingly difficult work is set when pupils are ready for it.
- Especially in mathematics, teachers need to improve their subject knowledge so they can pinpoint pupils' misconceptions quickly and correct them.
- Though behaviour has improved greatly, some pupils do not listen enough or concentrate on their work sufficiently in every lesson.
- Some school policies are out of date and leaders have not checked these regularly.
- The school website does not comply with the legal regulations to publish the information required.

The school has the following strengths

- New leadership has brought about rapid improvements to all areas. Leaders have raised expectations and created a culture of success. Staff are now a united team, working quickly to promote higher achievement for all pupils.
- Pupils' personal development and welfare are good. Pupils are cared for and kept safe by all staff. Parents agree that their children feel safe in school.
- Attendance is rising because pupils feel proud of their school. Most want to attend and to learn quickly.
- The provision in the early years is good and, as a result, children get off to a rapid start.
- Good teaching practice in the early years is spreading quickly to other parts of the school as teachers learn from each other and improve their skills.

Full report

What does the school need to do to improve further?

- Raise outcomes in reading, writing and mathematics by:
 - accelerating the rate at which gaps are narrowing between the performance of disadvantaged pupils and other pupils in the school and nationally, through intensifying support for those who are not making fast enough progress
 - ensuring that more pupils, including those who receive the pupil premium, reach the higher standards by being given work that makes them think hard.

- Improve the quality of teaching, learning and assessment by ensuring that:
 - staff give pupils work that is consistently and accurately matched to the needs of different groups
 - the work staff set for pupils becomes progressively more challenging
 - teachers check that pupils act upon the advice they have been given
 - teachers improve their subject knowledge, particularly in mathematics, so that they can precisely identify pupils' misconceptions and reshape their teaching accordingly.

- Improve pupils' behaviour so that it is consistently good throughout the school by promoting positive attitudes to learning in all lessons.

- Strengthen the effectiveness of leadership and management so that:
 - all policies are regularly reviewed and thoroughly evaluated for their effectiveness
 - the school website meets all statutory requirements.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management is good

- The current deputy headteacher took over at short notice as acting headteacher in September 2014, following unexpectedly low outcomes in end of Key Stage 2 assessments. With extensive support from the local authority and Peterborough Diocese, he quickly implemented wholesale changes to all aspects of the school. Staff were made very aware of the need to improve the achievement of pupils rapidly. He has also created a united team in the school, with greatly raised expectations. As a result, there is now a shared determination that every pupil must succeed. Pupils are responding to the emphasis on learning by making much faster progress. Their behaviour has also improved significantly, as they aspire to do their best.
- The new headteacher has rapidly made his mark, for example by reorganising the school timetable to ensure that no time in the school day is wasted. Together with the deputy headteacher, he has communicated the school's ambition to pupils, parents and the school community, who warmly support the changes that leaders are making.
- Leaders continually talk about and model their high expectations for all aspects of the school. They know that action must take place as fast as possible to make up for past slow progress. They have accurately evaluated the current priorities in the school and have drawn up a detailed plan for improvement. This is driving forward the necessary improvements at high speed.
- The senior leadership team is strengthening further the impact of the headteacher and deputy headteacher. These leaders, including teachers with specific responsibilities for literacy and the early years, are working together to ensure that staff meet and work in groups to plan and deliver improved learning for all pupils. The team believes that the school's provision and outcomes for pupils are simply unacceptable unless they are good or even better. Leaders and staff fully and warmly endorse the new headteacher's culture of 'pride, purpose, passion and perseverance', and say that it sums up their commitment to all pupils.
- Leaders have worked hard to improve the skills of staff by giving them opportunities to learn from each other and attend training where needed. Although the quality of teaching is not yet good overall, it is improving quickly because staff feel more confident and are able to plan and deliver better lessons. Leaders have wisely identified good practice in the early years, where teachers capture the imagination of children to deliver good learning, as a way of improving the quality of teaching elsewhere in the school.
- Pupils' improved engagement with their learning arises, in part, from the school's lively, new curriculum. This includes cross-curricular themes that pupils help to adapt so that they can make links in their learning and apply what they know to other areas. Teachers enrich the curriculum with opportunities such as meeting real-life 'Vikings' who visit the school to teach pupils about history. There are also various extra-curricular activities for art, sport and music. These include drumming and an animation club. Pupils who inspectors met during the visit say they really enjoy these and that there is 'always something to do'!
- Good provision for pupils' spiritual, moral, social and cultural education means that pupils become considerate, thoughtful and reflective young people. The school is particularly effective in teaching pupils about, and promoting respect for, other religions and cultures. Teachers give pupils first-hand experiences to meet visitors from other countries and to visit places of worship, such as a Sikh Gurdwara. This means that pupils have a good understanding of other religions and this, in turn, prepares them well for life in modern Britain.
- Leaders' commitment to the success of every pupil ensures that equality of opportunity is strong. Every pupil is included and welcomed, regardless of their needs. There is a clear determination to see that outcomes are as good for minority groups and pupils whose circumstances make them vulnerable as they are for other pupils.
- Leaders have spent the primary physical education and sports funding well to ensure that pupils' enjoyment of, and participation in, physical and sporting activity have increased over time. Cricket, basketball and archery are amongst the many sports that pupils enjoy.
- Until last year, school leaders did not spend the funding for disadvantaged pupils effectively. Intervention work to help them improve their achievement was not well planned or delivered. As a result, pupils made progress that was too slow and gaps between their performance and that of others in the school and nationally did not close. Since last year, this has begun to change and intervention is now much more effective. As a result, pupils in many, though not yet all, year groups are making faster progress than other pupils.

- The school's website is not compliant with statutory regulations and lacks information on pupils' progress, the impact of spending on the achievement of disadvantaged pupils, details about the spending planned for the current year and a report from the school on provision of pupils who are disabled or who have special educational needs.
- The website also contains a large number of policies, including that of safeguarding, that leaders and governors have not properly monitored, evaluated or reviewed. These contain out-of-date terminology and do not yet demonstrate good practice.
- **The governance of the school**
 - Governors have no illusions about the past underperformance of pupils and they have worked hard to become a rapidly improving, and now effective, governing body. They now hold senior leaders fully to account and have undertaken extensive training to become familiar with pupil performance. They know about the quality of teaching in the school and receive regular information about this from leaders. Governors are continuing to oversee carefully the many improvements that leaders are making to all aspects of provision.
 - Like leaders, governors are now a visible presence in the school. They visit the school regularly and have undertaken examinations of pupils' work, along with visits to classrooms, to see for themselves that the changes set out in the school's 'rapid improvement plan' are actually taking place. Whilst warmly supportive of the school's leadership, governors are unafraid to ask continual, challenging questions to check which actions have not yet proved sufficiently successful and what staff are doing about them.
 - The school's system for managing the performance of teachers is now good. Targets are ambitious and focused upon the progress of pupils. Leaders put in place good support for teachers to improve their skills. However, governors are not afraid to take tough decisions and deny salary increments if teachers do not achieve their targets.
- The arrangements for safeguarding are effective. The efficient senior business manager ensures that the single central register is always up-to-date. The deputy headteacher and two other members of staff coordinate the safeguarding of pupils. They ensure that staff receive regular and up-to-date training to keep pupils safe and supported. The training includes ensuring all staff are aware of the warning signs of, for example, any neglect, exploitation or bullying to children. Staff are also very clear on the procedures to report any concerns and do not hesitate to pass these on. Records seen by inspectors during their visit show that any referrals are made to outside agencies quickly. Staff keep detailed records of all concerns, and monitor visitors closely. Staff are also very keen to support parents and work with families who need particular help.

Quality of teaching, learning and assessment requires improvement

- Though leaders have secured significant and rapid improvements in the quality of teaching, the progress of pupils is not yet consistently good. Considerably better teaching is occurring in many classes, but this is not yet true in all of them. For example, teachers do not always accurately target the work they give to the needs of different groups or set clear time limits. As a result, not all groups of pupils make as much progress as they could in all lessons.
- Where teaching is less effective, pupils do not always receive progressively harder work when they are ready for it. On occasions, teachers give them easier work even though they have successfully completed problems that are more challenging. When this happens, pupils' progress slows.
- Some pupils, particularly lower attainers, do not respond to their teacher's advice and so make slower progress than they should. The advice, including marking and other feedback, is often weak in literacy and this limits pupils' progress because teachers do not give them clear ideas on exactly what they need to improve.
- Teachers need to develop their subject knowledge, particularly in mathematics, so that they can spot and correct pupils' misconceptions.
- Teachers do not always give the most-able pupils, including the most-able disadvantaged pupils, work that challenges them and makes them think hard. Because of this, too few of them have reached their potential over time and achieved the higher measures of attainment.
- The quality of teaching has improved significantly during the last year, with staff responding enthusiastically to the clear and high expectations set by senior leaders. A common approach to teaching through the school, adapted from successful practice in the early years, is having significant effects.

- Pupils say that the level of challenge teachers give them has increased over the past year. Those interviewed said that they like the way they are encouraged to judge their own success not on how busy they are, but by how much they are learning.
- In the better lessons teachers' good subject knowledge is shown by effective questioning and the correct use of vocabulary which probes pupils' thinking and teaches them the correct language to use when, for example, describing mathematical shapes.
- Staff assess all pupils rigorously and therefore have accurate starting points from which to measure progress. Staff are now using a new system to assess progress based on the national expectation of pupils at different ages, which pupils like. Staff recognise that they need more time to become more familiar with this.
- Teachers deploy teaching assistants well in order to support pupils, including disabled pupils, those with special educational needs and pupils with English as an additional language. Teaching assistants are well briefed and work closely alongside teachers, adapting the learning but questioning pupils using the same vocabulary as the teacher. Inspectors noted a particularly strong example of this in a mathematics lesson taught in the specialist unit for pupils with moderate learning difficulties where, with support, pupils sustained their concentration and so improved their knowledge of decimals and place value.
- Disadvantaged pupils are now making better progress than their peers in many year groups because of better intervention by teaching assistants. However, this is not yet the case in all years. Teachers know that they need to intensify the support they give to any disadvantaged pupil if he or she is not making the necessary progress.

Personal development, behaviour and welfare require improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Across the school, including in the two specialist provisions, pupils are well cared for and kept safe by all staff. Pupils say that they feel safe and can approach any adult in school if they have a concern. They also say that whichever adult they approach, they will deal with the issue quickly, fairly and effectively.
- Staff teach pupils about how to keep themselves safe from a wide range of risks. Children learn to behave safely around the school from the time when they join the Reception class; they learn, for example, how they must always use scissors carefully.
- Pupils are particularly knowledgeable about keeping safe on the internet and mobile phones. Staff teach younger pupils about the dangers of roads and strangers, for example. Pupils approaching the move to secondary schools learn how to recognise and manage the risks they may encounter when they are older.
- Pupils say that bullying and the use of discriminatory language are rare. Should any incidents occur, staff take appropriate action and inform parents. Actions take account of the age of the child and the circumstances. Logs kept by the school show that these incidents are properly recorded and the 'next steps' are noted to reduce the risk of further incidents.
- The overwhelming majority of parents who responded to Parent View agreed that their child feels safe at Oakham Church of England Primary. Parents' positive views of this aspect reflects their positive views of the school overall.
- Pupils are encouraged to take regular physical exercise and keep healthy, which they do. Teachers also encourage pupils to be calm and reflective and to support each other. Staff carefully attend to both pupils' physical and emotional well-being; as a result, pupils' self-confidence grows as they get older. Pupils are also becoming aware of the need to focus on what they are learning rather than being satisfied with merely being busy.

Behaviour

- The behaviour of pupils requires improvement because, while attitudes to learning are good for most pupils, they are not yet consistent across the school. For example, during the inspection there were a small number of incidents of low-level disruption and of pupils not paying attention to the work that the teacher had set. This shows that not all pupils have yet developed good levels of self-discipline.
- Pupils and teachers confirm, however, that behaviour, including that of pupils in the two specialist provisions, has improved significantly over the past year. This follows the introduction of clear expectations of how pupils should behave both in lessons and around school. In most classes, pupils ask questions and are willing and ready to learn. They are respectful to adults.

- Books seen by inspectors during their visit show that pupils are developing a greater sense of pride in their work, with most now completing their work neatly.
- Pupils are respectful of the school environment and litter is rare. They wear their school uniform proudly and view the introduction of the new dress code positively. They move about the school calmly and are polite to adults and visitors. At break and lunch times they play and cooperate happily.
- Attendance is improving as leaders make clear that pupils must be in school unless there are exceptional reasons. Staff note any absence quickly and follow it up, with effective support given to those families where pupils' persistent absence is a concern. Pupils also say that they enjoy coming to school to learn. Because of the changes leaders have made, attendance is now above the latest published national average and persistent absence is rare.
- There have been no exclusions since the start of the previous academic year.

Outcomes for pupils

require improvement

- Outcomes require improvement because pupils have been making insufficient progress over several years. Published information from 2014 shows that their progress was significantly below average and in the lowest 10% nationally for reading, writing and mathematics. Historically, progress has slowed in Key Stage 2, with the rate only beginning to improve again in Year 6. As a result, many pupils have not been attaining the levels expected for their age by the time they leave. They have therefore not been well prepared for secondary school.
- Progress for disadvantaged pupils has been far too low. Leaders have allowed significant gaps to develop between their achievement and that of other pupils in the school and nationally. In 2014, they left the school approximately two terms behind their classmates and nearly seven terms behind other pupils nationally in mathematics. In reading, they left approximately three terms behind their classmates and, again, six terms behind other pupils nationally. In writing, they were nearly five terms behind their classmates and more than nine terms behind other pupils nationally.
- The most-able pupils have not reached the high measures of attainment that they are capable of because teachers do not give them challenging work that makes them think deeply.
- Improvements in the quality of teaching over the last year and considerably raised expectations are now having a significant effect on the rate of progress that pupils make.
- Around half of children arrive at Reception with skills that are typical of their age, while others arrive with skills lower than this in the areas of writing and number. All make at least the progress expected of them and around half make more than expected progress in most areas. As a result, children leave the early years with standards that are a little above national averages.
- Pupils' good rate of progress continues overall in Key Stage 1. As a result, they now transfer to Key Stage 2 with skills above those expected nationally.
- The school's robust performance information shows that in Key Stage 2 the number of pupils achieving the levels expected for their age grew significantly each term over the past year. The majority of pupils in Key Stage 2, and in other year groups in the school, are now making at least expected progress. The number of pupils making more than expected progress has increased substantially, and is now around one in three pupils. Leaders have set ambitious targets for the end of this school year to ensure that this improvement continues.
- Pupils are also deepening their understanding and increasing their skills in subjects other than English and mathematics. For example, in history pupils showed a good understanding of the reasons for the Apollo 13 mission, and in religious education pupils demonstrated confidence in reflecting on the experiences of others.
- The school's assessment information, together with work in pupils' books, confirms that the achievement of disadvantaged pupils is rising considerably. Gaps between the progress of these pupils and others in school and nationally are narrowing in many, though not all, year groups. Leaders know that they need to ensure that any pupils still making insufficient progress catch up rapidly.
- Pupils' work seen by inspectors in all year groups confirms that greater progress is occurring across the school. Pupils are now able to write for a range of genres and at greater length. Teachers are aware that, though pupils are developing the skills to become fluent at reading, progress in mathematics remains inconsistent.

- Those pupils who attend the school's two specialist provisions achieve their potential because their learning and pastoral needs are well provided for. Staff ensure that they make the progress that they can. In one lesson seen by inspectors, pupils were very excited and were developing a visible confidence in their learning, with one pupil happily telling classmates, 'I totally get it on maths!'
- Staff identify quickly the needs of those pupils who are disabled or who have special educational needs and adapt their teaching for them. Not all these pupils are yet making consistent progress, but this is improving because the school's new system of targets is helping staff to plan more suitably challenging work.
- The progress of pupils who speak English as an additional language is now good, with pupils given appropriate support and work that helps them achieve well.

Early years provision

is good

- The Early Years Leader ensures that the provision in the early years is of high quality. She meets with her staff at the start of each day to discuss what children have already learned before planning the next activities with them. As a result, she has created an effective team where expectations are high and a common approach is used. Staff use children's ideas within the lessons to excite them and make them want to find out more. Teachers in the early years have shared their successful approach with colleagues in other year groups in the school, which has improved their teaching.
- Well-organised routines ensure that children quickly settle in and feel safe. They behave well, sitting quietly while staff take the register, listening to adults and following instructions correctly. They cooperate and learn well together.
- Good learning begins from the moment children arrive, with activities that engage them, such as 'Funky Fingers' to help develop their fine motor skills. Good daily teaching of phonics (letters and the sounds they make) means that children learn the skills of reading effectively. Other teaching is consistently good.
- Staff give high priority to those children who are disadvantaged and those children whose skills are lower than those found typically in children of the same age. Staff give both groups high-quality intervention and support. As a result, these children make good progress. Staff also quickly identify the most-able children and give them work that challenges them and develops their skills quickly.
- The 'open door policy' for parents means that parents are warmly welcomed in school and feel included in the education of their children. Good relationships mean that staff quickly address any concerns.
- Good-quality teaching in the early years means that most pupils are prepared well for Year 1. Teachers share useful information about the children so that those who need it get further support when they leave the early years.
- Staff have not developed links with pre-schools as much as they could. As a result, staff do not receive detailed information about the skills, knowledge and abilities of those children who are starting school. This means that Reception staff need time to gather more first-hand information about what children can do when they arrive.
- The outdoor area is not as well prepared or structured as the classroom and on occasions is limited to mainly play-focused activities. As a result, children do not always get enough opportunity there to develop their key skills.

School details

Unique reference number	120181
Local authority	Rutland
Inspection number	10005476

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary Controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	308
Appropriate authority	The governing body
Chair	Nick Cooper
Headteacher/Principal/Teacher in charge	Stephen Cox
Telephone number	01572 722404
Website	www.oakham-primary.rutland.sch.uk
Email address	office@oakham-primary.rutland.sch.uk
Date of previous inspection	9–10 November 2011

Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils supported through the pupil premium funding is slightly higher than average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, who are from service families or who are looked after by the local authority.
- The proportion of pupils from minority ethnic backgrounds is well below average.
- The proportion of disabled pupils and those who have special educational needs is slightly below average overall. However, the school has two specialist provisions on site, one for pupils on the autistic spectrum and the other for those with moderate learning difficulties. The former currently has nine pupils and the latter has 10.
- In 2014, the school did not meet the current government floor standards, which set the minimum requirements for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed each class in the school, and some on more than one occasion. In total, they visited 16 lessons, or parts of lessons. Inspectors also checked pupils' behaviour at break times, lunchtimes and as they moved about the school during the day.
- Inspectors held meetings with senior and middle leaders in the school, including the special educational needs coordinator, the leader of the early years, and subject leaders for English. Inspectors also met with members of the school's governing body, a representative of the local authority and a representative of Peterborough Diocese.
- Inspectors discussed pupils' work with them in lessons, heard pupils read and met more formally with them in groups to discuss particular aspects of their experiences at the school.
- Inspectors looked at a range of school documentation, including the school's improvement plan, the school's data for tracking pupils' attainment and progress, the headteacher's reports to the governing body, minutes of meetings of the governing body and the school's self-evaluation document. They also looked at work in pupils' books, individual case studies showing the impact of the school's support for pupils whose circumstances make them vulnerable, including disabled pupils and those who have special educational needs, anonymised records of the performance management of staff and school documentation relating to safeguarding.
- Inspectors analysed the responses, including the comments made, from 93 parents and carers on Parent View (the Ofsted online questionnaire).

Inspection team

Roary Pownall, lead inspector

Martin Finch

Vondra Mays

Phil Drabble

Her Majesty's Inspector

Her Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015



Langham CofE Primary School Academy

1 Burley Road, Langham, Oakham LE15 7HY

Inspection dates

6–7 October 2015

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Subject leadership requires improvement. Leaders' roles require further development as they do not yet have enough impact on school improvement.
- Governance has been weak. Governors have an increasing understanding of the importance of their role after presiding over a period of school decline.
- Senior leaders and governors have not held colleagues to account for their performance in the past. There was too much complacency and not enough realism about the school's performance.
- The quality of teaching is inconsistent. Teachers do not use regular assessment of pupils' knowledge to inform the next steps in pupils' learning.
- Teachers do not always match the work they set to pupils' abilities well enough. As a result, some pupils could achieve more.
- Outcomes are not good enough for particular groups of pupils. Most-able pupils, disadvantaged and disabled pupils and those with special educational needs do not make as much progress or achieve as well as they should.
- Pupil achievement in Key Stage 2 has been inconsistent in recent years.
- The role of the early years' leader is underdeveloped. The quality of provision and resources for children, both indoors and outdoors, requires improvement.

The school has the following strengths

- The executive headteacher and head of school have made an immediate difference to the school. Their actions are improving the school rapidly.
- Senior leaders have the full support of governors, staff and parents for their actions to improve the school.
- Pupils' attendance is good and they are eager learners who behave very well in class and around the school.
- The school's values and teaching prepare pupils well for life beyond the school gates. They understand fundamental British values and treat each other with respect, care and consideration.

Full report

What does the school need to do to improve further?

- Raise the standard and impact of subject leadership, by:
 - developing leadership skills
 - monitoring subject leaders' performance and ensuring that they hold colleagues to account for the outcomes of all pupils.
- Increase the impact of governors on school improvement by ensuring that:
 - governors challenge school leaders about their actions and insist that there is good evidence to support the answers provided
 - governors hold leaders and teachers to account for the progress of all pupils
 - governors fully understand all of the statutory duties required of an academy
- Ensure the consistently high quality of teaching and learning, by:
 - improving teachers' questioning skills so that they extend pupils' thinking and deepen understanding
 - assessing pupils' work to accurately identify the next steps in learning which provide sufficient challenge for all pupils
 - introducing a curriculum that engages pupils and provides them with meaningful opportunities to use their skills across a range of subjects.
- Raise outcomes for pupils in Key Stage 2, especially most-able pupils, disabled pupils, those with special educational needs and pupils in receipt of the pupil premium, through:
 - senior and subject leaders and governors holding colleagues fully to account for the achievement of all pupils
 - more regular monitoring of pupil performance
- Improve provision in the early years, by:
 - developing effective leadership to raise standards and ensure that pupils are better prepared for Year 1
 - providing an environment which strengthens the learning of children, both indoors and outdoors
 - assessing children accurately and using this information to identify next steps in learning for every child.
- The school should undertake an external review of governance.

Inspection judgements

Effectiveness of leadership and management requires improvement

- On their arrival, the executive headteacher and head of school rightly identified that school self-evaluation was over-generous and that there was a complacent attitude to school improvement. There was a culture of too much trust and not enough challenge within school leadership. Leaders did not hold staff to account for pupil outcomes with enough rigour. This resulted in some groups of pupils not achieving as well as they might.
 - The role of subject and middle leaders is underdeveloped. In the past, these leaders were not held to account for their actions in improving outcomes in the areas they led. They lacked the necessary skills and understanding to discharge their responsibilities to full effect.
 - Staff and governors have received the recently appointed executive headteacher and head of school like a breath of fresh air. Staff share their sense of purpose and understand the need for rapid change and improvement. The new senior leaders have effectively communicated important messages about raising expectations and now enjoy the full support of their staff.
 - The executive headteacher and the head of school have evaluated the school's current position accurately and honestly. They have implemented a newly created plan for school development with signs of early and rapid improvement across the school. Staff know what is now expected of them and school leaders challenge underperformance effectively. Raised expectations are also reflected in the recent performance targets set for staff.
 - There is a greater focus on the impact of actions taken and the use of additional funding such as the pupil premium and PE and sports premium. Leaders can identify where these grants have had most success and have pinpointed future spending with greater accuracy to improve outcomes for disadvantaged pupils, in particular.
 - Senior leaders lead by example and parents comment on how they are now a more visible presence in school. Parents have better information about their children's progress and feel increasingly welcome in the school. Both parents and pupils speak highly of the wide range of extra-curricular activities covering the arts and sport and the impact that this has on their development.
 - Leaders are improving the curriculum to enable better teaching and learning to take place. They have identified gaps, particularly in the teaching of literacy. A new assessment system is helping teachers to have a better understanding of what pupils can do and what they need to do to improve further.
 - The school provides strong social, moral, spiritual and cultural education. Pupils have a good sense of justice, fairness and equality. They told inspectors how they feel safe at school and how their lives differ from those of refugees, for example. Pupils say there is no bullying and that they know who to turn to if they have a problem. They understand the rule of law and democracy, comparing it to those who do not enjoy such freedoms. Pupils know that the school does not tolerate discrimination of any kind and that they are responsible for their own actions. They are well prepared for life in modern Britain.
 - During the last year, the local authority has provided effective support and this has helped to raise pupil achievement. The Rutland Learning Trust currently provides very good support which has speeded up school improvement.
- **The governance of the school**
- Governance was not as strong as it needed to be in the past. Governors took too much on trust and there was insufficient challenge to information provided by school leaders. As a result, governors were not clear enough about their roles and responsibilities and were not able to hold leaders to account effectively for their actions or the performance of the school.
 - Over the last 18 months, the governors have begun to address gaps in their skills and knowledge, insisting on external reviews and support to improve the quality of school leadership. The school is now improving because of the quality of this support and the improved decision making by governors. They have an accurate picture of standards in the school, its strengths and weaknesses, and current priorities.
 - Governors are ambitious for the children and are keenly aware of the vital role of the school in this community. However, they still need to address some gaps in their knowledge and understanding of their role, particularly as they consider any alterations to the school's position as a stand-alone academy. For this reason, the school would benefit from an external review of governance.

- The arrangements for safeguarding are effective. Senior leaders have reviewed and improved previous practices to ensure that the school meets statutory requirements. Recording of incidents or concerns about pupils' welfare or behaviour are well documented and analysed regularly for trends or patterns. The school now contacts parents promptly and involves them fully when an incident occurs. Pupils are taught about potential risks such as those posed by the internet or extremism as well as strategies to keep themselves safe from harm. The school works well with external agencies to safeguard pupils.

Quality of teaching, learning and assessment requires improvement

- The quality of teaching, learning and assessment across the school is inconsistent. Previous school leadership incorrectly identified teaching to be an outstanding feature and this resulted in a false impression being given to staff and governors. As a result of the narrowing of the literacy curriculum to focus on a single published scheme of work, there was not enough emphasis on writing and standards declined.
- Teachers do not use assessment consistently to inform the next steps in learning for pupils. On too many occasions lessons are built around activities rather than pupils' learning needs. Consequently, tasks are not always matched closely to pupils' abilities, particularly the most and the least able. Teachers do not consistently extend pupils' thinking or deepen their understanding using challenging and thought-provoking questions.
- Teachers are quickly adapting and improving their practice. This is happening more quickly in some parts of the school than others. Regular pupil progress meetings ensure that no pupil is left behind and that their learning is being accelerated. Teachers are in no doubt about the high expectations of senior leaders and this is incorporated into the management of their performance.
- The introduction of a simple and effective marking method has helped teachers and pupils. Teachers are more focused on what pupils can do and what they need to do next to develop further. Pupils are clearer about what they do well and how they can improve. This is helping to increase rates of progress and to develop a greater subject understanding in pupils. Pupils' books show progress at this early stage of the year. Pupils present their work well and take pride in their achievements. Teachers regularly set homework and parents support their children to ensure that it is returned on time.
- Where teaching is strongest, teachers know their subject and their pupils. Inspectors saw this used to good effect in a Year 5 mathematics lesson on fractions. At the start of the lesson the teacher used thoughtful questions to confirm the starting points for pupils. She then used her subject knowledge to extend the learning of the pupils, ensuring that they understood at points throughout the lesson and addressing misconceptions along the way.
- The teaching of writing is improving after a period of neglect. Improvements in the curriculum and teaching now ensure that pupils have meaningful opportunities to write. This has improved writing across a range of subjects over the past year. In mathematics, teachers now give more attention to assessment practices and place a greater emphasis on pupils applying their skills. This is having a positive impact on increasing the rates of pupils' progress in all year groups.
- Pupils read with understanding and fluency which is appropriate for their age. Younger pupils use their phonics skills to help them read new or tricky words. Books are well matched to ability and many pupils enjoy reading for pleasure.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils take pride in their school, their appearance and their work. They are confident individuals who know how to deal with disappointment as well as success.
- Teachers and teaching assistants treat all pupils with dignity and respect and are very effective role models for pupils.
- Pupils know how to keep themselves safe in different situations. They are particularly aware of online safety, the risks associated with social media and who to talk to if they have a concern. School leaders are vigilant to other forms of risk to pupils such as extreme views and domestic violence. Pupils report no bullying in school and no experiences of derogatory or offensive name-calling. Senior leaders have introduced a very effective recording system for any behavioural incidents and these records are analysed regularly for trends

or areas for further improvement.

- Pupils of different ages discuss democracy, elections, laws of the land, unfairness, equality and respect for the beliefs of others. They are positive about the role of the school in helping them learn more about life in modern Britain and about the role they will play in society. Pupils respect the views of each other and have a well-developed sense of collaboration when asked to work together.
- A small number of parents believe that pupil welfare could be further improved but inspectors found that leaders act promptly whenever they become aware of an issue.

Behaviour

- The behaviour of pupils is good. Pupils conduct themselves well as they move around the school and at playtimes. They show respect and consideration for each other and adults. Pupils benefit from the introduction and consistent application of routines from an early age.
- Pupils' attitudes to learning are consistently positive. There is no low-level disruption, even when work is not well matched to pupils' abilities. Teachers have consistently high expectations of pupils' behaviour in lessons and pupils are eager to meet these expectations.
- Attendance is above the national average and there is virtually no persistent absenteeism. Pupils are punctual and parents do much to support this.

Outcomes for pupils

require improvement

- The most recent pupil achievement information for Key Stage 2 shows that the proportion of pupils attaining at higher levels has dropped.
- The small number of disabled pupils, those with special educational needs, and those eligible for the pupil premium grant are typically one to one-and-a-half years behind other children nationally by the time they leave Year 6.
- Senior leaders are confident that assessment information is now more accurate and reliable than in previous years. This is providing a baseline on which to assess pupils' achievement more accurately in the future. They have used this information to set challenging targets for teachers and pupils. This information is now used to manage and reward the performance of staff more effectively.
- Children enter Reception at levels of development which are broadly typical, or above, those expected of children of this age. In 2015, the proportion of children reaching a good level of development by the time they completed Reception was above the national figure. Achievement in mathematical development was stronger than in literacy.
- There is an improving trend in outcomes for the Year 1 national phonics screening test. In 2015, the figure exceeded the national average and represented an improvement on the previous year.
- Achievement at the end of Key Stage 1 has stabilised. Information from 2015 shows that pupil attainment has risen to above average levels in reading, writing and mathematics. A greater proportion of pupils are attaining at higher levels because of more accurate assessment by teachers and clear guidance from senior leaders and external partners.
- By the end of Key Stage 2, pupils' achievement in reading is strong, exceeding national attainment figures. Attainment in writing and mathematics is broadly in line with national expectations for the most-able pupils. The proportion of pupils achieving the expected standard for their age is below the national figure for writing, although this figure rose in 2015.
- Work in pupils' books shows signs that the vast majority are making progress in the first months of the new term. Occasionally, there is some lack of challenge for the most able. However, teachers respond to pupils' work and act quickly to address misconceptions. They are beginning to provide greater challenge in a more timely fashion.
- Pupils of different ages and abilities read well. Younger pupils use a range of techniques to help them identify new words. Older pupils are able to discuss their books through mature and informed discussion.

Early years provision

requires improvement

- The leadership of early years is underdeveloped. In the past, support for the leader has been weak and the school has not made the most of her skills. As a result, information about children's achievements in

previous years has lacked accuracy.

- The learning environments, both inside and outdoors, have been neglected and under-resourced in recent years. There has been insufficient consideration and understanding of the impact of this on children's learning.
- Senior leaders have rightly identified shortcomings in the early years and have quickly provided external support to speed-up improvements. Their actions have already begun to increase the impact of the early years leader who now has a clear view of what good quality provision should look like.
- Staff have ensured that children feel safe and secure in the early years. Safeguarding is effective and children behave well, even after only a few weeks in school. Children adopt new routines quickly and they are well supported, for example, singing a short verse to remind them about putting away their own PE kits. The teacher works hard to get to know the children well. She makes good links between home and school and almost all parents take advantage of the home visits that are offered. The teacher has made effective links with other providers and uses external services to meet the needs of pupils.
- The teacher promotes early language skills well and this is effective in helping children make progress. She makes good use of scrapbooks that children have made with their families at home to develop their vocabulary and speaking and listening skills. Inspectors saw a good example of this when the teacher was sharing family photographs and, following a discussion about what the children could see, she then asked if they thought there was music at this family event.
- The teacher plans small group activities following an evaluation of the previous day's learning. For example, following an activity making lolly stick puppets, a cardboard theatre was created to encourage children to act out a story. This was successful in drawing in children who had previously not shown an interest in this activity. Children are able to make good links between activities in the classroom and this helps them to make sense of what they are learning.
- Last year, children's achievement was similar to that of other children nationally. This represented a sharp improvement. Prior to this, the practices in place to monitor and assess children's progress were not accurate. The teacher has put more effective assessment strategies in place but they are not yet used with sufficient rigour to track children's small steps closely enough. Consequently, children's progress could be improved further.
- Children enter the early years at levels of development which are generally typical or above that seen in other children their age. Children's development in literacy and mathematics does not progress as quickly as it should and, as a result, more children could be better equipped for their entry into Key Stage 1. However, a focus on improving outcomes in personal, social and emotional development has had a positive outcome in raising standards in this area of learning. The very small numbers of children who are identified as disadvantaged through the allocation of the pupil premium grant achieve well.

School details

Unique reference number	139858
Local authority	Rutland
Inspection number	10002580

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair	Mr N Horrigan
Executive Headteacher	Mr R Gooding
Telephone number	01572 722676
Website	www.langhamprimary.co.uk
Email address	langhamoffice@rutlandlearningtrust.com
Date of previous inspection	Not previously inspected

Information about this school

- Langham CofE Primary School Academy is smaller than the average primary school and shares its site with a pre-school which also serves this semi-rural village.
- Pupils are taught in single age classes, including children in the early years who attend full time.
- The vast majority of children of pupils are of White British heritage and there are very small numbers of pupils from minority ethnic backgrounds or those who speak English as an additional language.
- The proportion of pupils eligible for the pupil premium is significantly below the national average. This funding provides extra support for pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- In 2014, the school met the national floor targets for pupil achievement.
- The school became a stand-alone converter academy in September 2013, having previously been judged as an outstanding school in 2009. Arrangements are in place for the school to join a multi-academy trust within the next year. The current executive headteacher and head of school joined the school in September 2015 following the retirement of the previous, long-serving headteacher.

Information about this inspection

- Inspectors observed teaching in nine lessons, covering all year groups, including three which were jointly observed with the executive headteacher and head of school. They observed the teaching of early reading skills and listened to pupils reading. Inspectors talked to pupils about their school and looked at examples of pupils' work in all year groups to gain a view of the impact of teaching over time.
- Inspectors held meetings with the executive headteacher, head of school, subject leaders, representatives of the governing body, a representative of the local authority and representatives from the Rutland Academy Trust.
- Inspectors spoke to parents informally at the start of the school day. They took account of the 15 responses to the online questionnaire (Parent View). Inspectors took note of the 15 responses to the staff questionnaire.
- Inspectors looked at a range of documents including: the school's own self-evaluation of current performance and plans for improvement, the school's most recent information on the achievement and progress of pupils, information relating to the safeguarding of pupils, the school's most recent information relating to the attendance of pupils, the school's most recent published financial statement and the minutes from meetings of the governing body.
- The inspectors considered the range and quality of information provided on the school's website.

Inspection team

Stephen McMullan, lead inspector
Di Mullen

Her Majesty's Inspector
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015



This page is intentionally left blank