



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Greenfield and Pulloxhill Academy

Pulloxhill Road, Greenfield, Bedford MK45 5ES

Previous SIAMS grade: Outstanding

Current inspection grade: Outstanding

Local authority: Central Bedfordshire

Dates of inspection: 23 March 2015

Date of last inspection: 9 September 2009

School's unique reference number: 137290

Headteacher: Annette McCullion

Inspector's name and number: Lilian Weatherley 42

School context

Greenfield is a small Church of England school with 138 pupils on roll. The school converted to an Academy on 17 August 2011 and is one of two separate schools that make up the Greenfield and Pulloxhill Academy. Pulloxhill is not a church school. The Academy is a Multi Academy Trust with one executive headteacher and governing body. In September 2014 a nursery class was opened on the Greenfield site. There are now 41 pupils on roll and this has resulted in an increased demand for places. The majority of the pupils are of white British origin and the number of pupils with special needs or disabilities is below the national average. The school is situated in the parish of St John the Baptist but there are strong links with the Church of St James which is the parish church of Pulloxhill.

The distinctiveness and effectiveness of Greenfield C of E School as part of the Greenfield and Pulloxhill Academy are outstanding.

- The Christian values education programme has a significant impact on pupils' attendance, attainment and progress which are above the national average
- The exemplary behaviour of the pupils is underpinned by a clear set of Christian values which the pupils all know and understand
- The school ensures that although it is distinctively Christian, the values education programme explores the links with values in other faith traditions

Areas to improve

- Develop the idea of a reflective area in each classroom to enhance further pupils' spiritual development
- Improve the school's website to ensure it fully reflects the outstanding Christian character of Greenfield school
- Work with the new vicar to create new and effective links with the parish church

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

Greenfield Lower School began its Christian values programme in 2001. This has gone from strength to strength. Supported by the incumbent, Revd Stephen Holroyd, the school set out to be a church school underpinned by gospel values and linked to Christian teaching. Not only has the school led the way nationally in this area, it now regards itself as a 'Values Academy'. Christian values such as respect, forgiveness, responsibility and humility underpin every aspect of the school and all pupils know and understand the importance of living these values. All pupils are valued as being unique in the sight of God and the school works hard to support those pupils with difficulties or special needs. Pupils are eager to talk about the varied displays on Christian values around the school and discuss the individual values and biblical quotations; for example, the values tree in the hall where pupils pin leaves showing how their individual actions show perseverance, courage, respect, cooperation and responsibility. Pupils reflect the school's values in their exemplary behaviour. They are polite, considerate and thoughtful. The older pupils take care of the younger pupils in the playground and around the school. When bullying occurs pupils say they feel safe because it is dealt with quickly. Pupils are able to articulate Christian values and use them to express their feelings and wishes. The values, beautifully written on the front of the new building, are constant reminders of the importance of these values in their lives. The statement, 'We grow when we live these values', is understood by all. Pupils have excellent attitudes to learning, and attendance is above the national average. The values create a climate for learning exemplified in the high standards of achievement across the school. Pupils' spiritual, moral social and cultural development is integrated into these values. The new reflective area in the library is well used by the pupils to write prayers, explore the Bible, pray or just to sit quietly and reflect. The school has been exploring 'mindfulness' and pupils make use of all the books, ideas and art therapy sheets, which makes this a very special place. There are also questions such as 'what makes a good friend?' for pupils to consider. Relationships are excellent and all those interviewed were eager to explain how much they like their teachers and the school. 'Most of Greenfield school things are very nice.' Pupils enjoy the wide range of sporting and extra-curricular activities, for example the Latin Club. These all enhance the learning opportunities and make, as a pupil explained, 'learning fun'. Although steeped in Christian values, pupils are able to make the connections with the values of other faith communities. The high profile given to collective worship and religious education (RE) has a significant impact on the school's strong commitment to inclusion and pupils' spiritual, moral, social and cultural development. All pupils interviewed enjoy RE. The Year 1 pupils explained how in RE they enjoy learning about Islam and the mosque, and those in year 3 were excited by their RE trip. 'We got to go on a trip and we went to a gurdwara, a mosque and a church.' They explained how the value of respect is important when visiting other places of worship. Year 4 pupils had just returned from a German exchange trip and were eager to share their experiences of flying and meeting their German friends. The school continues to develop links with other countries and was awarded the 'International Schools Award' for the second time in 2014. Pupils are able to use the values to reflect upon their actions and how they impact on others. Pupils show consideration for others and understand the need for charitable giving. They contribute enthusiastically to charity and community projects such as Guide Dogs for the Blind and World Vision Sponsor Child. Greenfield school exemplifies one of its aims to 'enable all children to achieve their full potential in becoming caring, confident individuals who positively contribute to their world'. As one parent commented, 'we are a caring, all-inclusive church school. We use the Christian ethos and values of the school to underpin our teaching and relationships with children, parents, staff and the community. The school is a joyful place, full of purpose and love for the world.'

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

With Christian values at the heart of the school, collective worship is pivotal. Each day a time is set aside for the whole school to meet for prayer and worship. This is viewed by all as a special time in the school day. Each act of worship is carefully planned to ensure the themes are not only based on Christian values but also rooted in Christian belief and practice. Worship promotes high standards and aspirations, and provides a clear code for pupils to follow. This is reflected across the school. Pupils have positive attitudes to prayer and worship and express enjoyment for the times when the whole school joins together. They have an age-appropriate knowledge and understanding of the Trinity with older pupils able to articulate the idea of God as 'Father', the power of the Holy Spirit and Jesus as the central person in Christianity. Pupils recognise the colours of the church year and can identify the distinctive features of Anglican faith and practice. They all know the Grace and the Lord's Prayer. Their attitudes to and behaviour in worship reflect the key Christian values explored. They enter and leave in a calm and reflective manner and show respect and an understanding of the occasion throughout. Pupils sing well and enthusiastically. The worship observed was a clear example of how the values are fully understood by the pupils. It explored the value of 'courage' in relation to the Easter story. Pupils witnessed a re-enactment of the washing of the disciples' feet and the last supper. One pupil pointed out that this part of the story was not only about courage but 'humility'. Pupils were also able to make links to the Last Supper and Holy Communion. All staff and pupils take turns in leading and evaluating worship. Pupil voice has a key role in the school and each day a Year 4 pupil is chosen to record and evaluate the worship. Pupils know that these comments will be read and their views considered. One year 3 pupil interviewed commented how 'they could improve the worship by also letting the teaching assistants have a go'. Pupils understand the value of personal prayer and reflection and speak enthusiastically about the new prayer and reflection area. This area is open to all and pupils appreciate time spent in silent contemplation. It has become so popular that pupils say they would, 'like one in each classroom'. Pupils also benefit from regular visits to the parish church, including at Remembrance, Christmas and Easter. Pupils explained the importance of poppy wreaths and how they had written prayers for the Remembrance Day service held in the church. The prayers were well written and gave a poignant reminder of the events of the first world war. In the absence of a vicar the staff have worked closely with the churchwarden to maintain links. This year the headteacher and a significant number of pupils attended the Mothering Sunday service and the headteacher gave the address for the first time. This was appreciated by parents and members of the congregation. The Storytellers, a group of retired teachers and volunteers, attend weekly to lead worship. This is very popular. Pupils enjoy their visits and taking part by acting out the Bible stories, singing hymns and joining in the prayers. Each class regularly leads the worship. This is often linked into a curriculum area. For example, the Wrens class had been studying God's Wonderful World in RE and explained about the creation story and how they acted out a play entitled 'In the Beginning'. The new hall has had a significant impact on the worship. Technology is in place and the circle of friendship candle and other religious artefacts are used effectively to enhance the worship and create an atmosphere for pupils' spiritual, moral, social and cultural development. This spacious new hall now offers room for governors and parents to attend. All interviewed spoke highly of these opportunities to share in the worship with their children. 'It is a pleasure to come along and share experiences with the children and staff and see the children demonstrate the Christian values they learn about in school.'

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

All staff and governors have a clear and carefully articulated understanding of what constitutes excellence in a church school. The school's distinctive Christian character and set of Christian values underpin the whole working life of the school. In 2001 when the programme of Christian values began, 22 values were chosen and prioritised. These have continued to be the foundation for the programme and are now fully embedded into all aspects of the school. The SIAMS self-evaluation is detailed and accurately articulates the impact of values education on standards, behaviour and pupil and staff well being. This is a school with high aspirations for all pupils. Standards and progress are high and above the national average. Statutory requirements for collective worship and RE are met and the displays in the classrooms and corridors reflect the highly effective practice in these areas. The headteacher is a 'National Leader in Education' and high expectations lie at the heart of the school. All staff and governors are committed to excellent provision for all. The staff work closely with parents and stakeholders to ensure all pupils receive the highest level of care. Rigorous monitoring and evaluation take place on all aspects of the school with staff, pupils, parents and other members of the school community. The 'visitors' reflection forms', which seek views on the distinctive character of the school, reflect a high level of praise and satisfaction. To quote the school improvement partner, 'the highly distinctive Christian character has a pervasive impact on all aspects of the school. The school's high commitment to inclusion is evidenced by outcomes in all areas, both academic and spiritual, moral, social and cultural.' Prior to its conversion to academy status the school had met all the areas of development from the previous SIAS report and it has continued to develop opportunities for reflection. The reflection area in the library has been a successful addition and has a significant impact on pupils' ability to express their thoughts and views, and reflect on issues of importance to them. Since the recent building work in 2013, which removed the previous spiritual garden, pupils and staff have been working on plans for a new outdoor spiritual area. The governing body is fully aware of what constitutes an outstanding church school and is keen to ensure that the Greenfield site maintains its Christian ethos as the Academy grows. They understand succession planning and support senior leaders in developing their knowledge and understanding of the distinctive nature of church schools. The recent appointment of a deputy head across both schools has been part of this process and is proving to be an effective post. The school, as part of the Academy, is in the process of renewing its website. The new website clearly reflects the outstanding nature of both schools (Pulloxhill was judged to be 'outstanding' by Ofsted in 2013). The website does not yet fully reflect the outstanding distinctive Christian character of this school. Links with the parish church under the previous vicar were strong and the school has missed his regular visits and assessment of how the values education was progressing. The parishioners are proud of their school and, with the arrival of a new vicar in July, plans are in place to revitalise this relationship. Pupils from the school were part of the interview panel and found it an enjoyable learning experience. Links with the diocese are excellent. Staff regularly attend diocesan training and the diocese has supported the school throughout the academy formation process. With the addition of the new building and the nursery, the Greenfield church school with its distinctive Christian character has a significant impact on both schools in the academy. In the words of a parent, 'Greenfield is a caring school where everyone is encouraged to be the best that they can. We look after each other. Children learn how important Christian values are in their everyday lives, whether they are working or playing'.

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