



National Society Statutory Inspection of Anglican and Methodist Schools Report

Mundy Church of England Voluntary Controlled Junior School

Lockton Avenue
Heanor
Derbyshire
DE75 7EQ

Previous SIAS grade: Good

Current inspection grade: Good

Diocese: Derby

Local authority: Derbyshire

Date of inspection: 3 March 2016

Date of last inspection: February 2011

School's unique reference number: 112829

Headteacher: Kelvin Gibbs

Inspector's name and number: Kerry Palmer (60)

School context

Mundy is a smaller than average junior school which moved from its original Victorian building, close to St Lawrence's Church in the town centre, to the current modern, well appointed, building in 2005. The intake comes from several infant schools in the town, many attracted by its high standing in the community. The children, almost all of whom are of White British heritage, come from diverse socio-economic homes. The proportion with additional needs or in receipt of pupil premium funding for additional support is similar to national averages. The current headteacher has been in post for 19 years. The school has achieved a number of national awards, including working towards a fifth Green Flag in recognition of its contribution to environmental education.

The distinctiveness and effectiveness of Mundy Church of England (VC) Junior School as a Church of England school are good

- The sustained enthusiasm and commitment of the headteacher, driven by Christian values, to provide the best possible education for each individual child resulting in ever increasing achievement.
- The strong sense of koinonia, Christian community, amongst all in the school, which achieves mutually supportive and trusting relationships so that children are able to confidently make use of the many opportunities to grow in mind, body and spirit.

- The robust and active partnership with the congregation of St Lawrence Church with a common goal that successfully promotes Christian service and love in the Heanor community.

Areas to improve

- Review the Christian basis of the school's 'Be..' values statements to ensure that all stakeholders appreciate and can articulate the centrality of the teaching and example of Jesus to the school's Christian character. Embed this in key documentation and policies.
- Explore opportunities to develop children's participation in prayer, including use of reflective areas in and around the school to enhance their awareness of inner self and spiritual development.

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

At Mundy Church of England Junior School nothing is too much trouble for all staff to ensure the achievement, happiness and well-being of every child. All staff are committed to the Christian view that each child is unique and special. The staff work as a mutually supportive team to successfully develop an exciting and creative curriculum where children of all abilities are enthusiastic and hardworking. The promotion of self-esteem, aspiration and self-worth is a high priority with celebration of all kinds of achievement and 'Mundy's Magic Moments' being a successful strategy. Enjoyment of school is illustrated by excellent attendance levels, above national expectations. Christian values of determination, trust and responsibility, promoted through the school's 'Be..' statements, impact strongly on the work ethic. Data illustrates that in all areas, all groups of learners perform significantly above the national average both in terms of attainment and progress. However, the theological basis of the school Christian values is not widely articulated or evident on the school website or key documentation. Christian respect and responsibility is displayed in relationships throughout the school, it promotes excellent behaviour at work and play. Children say that they feel safe and that they can confidently discuss concerns with staff. Junior leaders, buddies and eco-cats are illustrations of ways initiative and responsibility are nurtured. Religious education (RE) makes an important contribution to the school's Christian ethos. Whilst predominantly Christian, appropriate teaching about other major faiths promotes tolerance and understanding. There are many good examples of opportunities to promote reflection, empathy, imagination and consideration of 'big questions' in much school activity but there is no clear definition of spiritual development. Children appreciate the needs of the less fortunate and support a number of charities and good causes including Macmillan nurses and the town food bank. Long standing links with a local charity, 'Smiles', includes sponsorship of a school in Romania. Curriculum and staff attitudes generate an appreciation of the richness of our diverse society and world.

The impact of collective worship on the school community is good

Collective worship, although referred to as assembly, is recognised as important in the life of the school community and is clearly valued by children and staff alike. Children participate fully and enthusiastically, 'I love the singing best', commented one. Themes based on Christian values are central to the planning of worship and impact positively on children's cultural, spiritual, moral and social development. This is displayed in relationships and attitudes throughout the school day and amongst all stakeholders. Each worship follows a liturgical format. Prayer, including The Lord's Prayer, is a regular feature of worship and a set prayer is said at lunch and the end of the school day but opportunities to use children's own prayers and develop their prayer life are missed. Class assemblies are popular and there has been an increase in pupil opportunities for children to plan and lead since the last inspection. Worship content and format is reviewed periodically in the light of verbal feedback from staff and children. Bible stories are a regular feature, but the special importance of Jesus and the concept of the Trinity for Christians is not

widely appreciated. Children play a full part in festival services, usually at St Lawrence Parish Church, and church children and family activities, such as 'Messy Church', are promoted. Regular visiting worship leaders, from a range of Christian denominations, enrich the children's experience of diverse worship approaches. Workshops led by 'Christians in Derbyshire' make a lasting impression on the children. Parents value sharing in school worship but opportunities are limited. Children have little appreciation of Christianity as a world faith.

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

The enthusiasm, vision and commitment of the headteacher, along with the leadership team, has developed a mutually supportive staff team. They model Christian values in their joint endeavour to provide the best for every child. However, Christian distinctiveness is implicit rather than clearly articulated. Some efforts have been implemented, since the last inspection, to evaluate Christian distinctiveness more formally but these are insufficiently developed. Christian care and concern for each child and the quality of teaching continues to effectively drive up standards of achievement and promote self-worth. There is relevant school development planning, including for RE and collective worship. This relates to well-defined priorities and is linked to staff development opportunities which build proficiency and give opportunities to recognise and develop potential. Governors know the school well, are actively supportive and increasingly involved in evaluation and strategic planning. This included discussing an annual subject leader report on RE and collective worship, review of key policies and scrutiny of school self-evaluation. They appreciate the need to connect with wider school community. There has been much development of mutually beneficial links with the parish and a common desire to promote community and support, illustrated by several successful projects including the community garden, 'Love Heanor', a whole town initiative to promote positive initiatives and a joint summer school which was so successful, is to become an annual event. Parents feel welcomed and fully involved in school life. 'My child moved from another school and we were made so welcome, she grew in confidence and self-esteem,' said one mother. 'We've had family problems, but school's always had time to help us' said another. The thriving Parent Teacher Association helps build community as well as raising funds. The arrangements for RE and collective worship fully meet statutory requirements and the potential for further improvement is good.

SIAMS report March 2016 Mundy CE (VC) Junior School. Heanor, DE75 7EQ