

## Statutory Inspection of Anglican Schools

### Report

School:	<b>Court-de-Wyck Church of England Primary School, Bishops Road, Claverham BS49 4NF</b>
Status:	<b>Voluntary Controlled</b>
Diocese:	<b>Bath and Wells</b>
Local Authority:	<b>North Somerset</b>
Date of Inspection;	<b>15<sup>th</sup> January 2008</b>
Date of last Inspection:	<b>14<sup>th</sup> November 2006</b>
School's unique ref. no.	<b>109223</b>
Name of Head teacher:	<b>Mr Nick Riddiough</b>
Chair of Governors:	<b>Mr David Mortimer</b>
Inspector's name & NS no:	<b>Jo Curd – 181</b>

### School Context

This village school currently has 101 pupils on roll from a very wide range of backgrounds. Pupils in Reception and Years 5 and 6 are taught as distinct age group classes, other pupils are taught in mixed age classes. While two pupils are at early stages of learning English, very few pupils are from minority ethnic backgrounds. The proportion of pupils with learning difficulties and disabilities is higher than in most schools. The school is now lead by a new permanent headteacher and continues to improve rapidly following a period of instability.

## **Summary Judgement**

### **The Distinctiveness and effectiveness of Court de Wyck Church of England Primary School as are Church school are Outstanding**

Extremely good leadership and management have transformed this school in a short space of time. Pupils are all highly valued. They enjoy school greatly and attendance is now good. Links with the local church are extremely strong. The school's Christian vision and foundation are integral to its life. Worship has a high priority in the school day.

### **Established Strengths**

- The priority given to the school's Christian vision and status
- Outstanding leadership and management which have transformed the school very quickly
- The way all pupils are valued.

### **Focus for development**

- Improve the monitoring and evaluation of Collective Worship in order to make it even more relevant and inspiring for pupils.
- Continue to plan further opportunities to develop learners spirituality throughout the curriculum, particularly in Religious Education

### **The school, through its distinctive Christian character, is Outstanding in the way it meets the needs of all learners.**

Relationships throughout the school are very warm, encouraging and caring. Pupils are flourishing as individuals who care about themselves, others and the world around them. They quickly learn to value themselves and others because they know that they are important and special. Keeping the school's Christian vision and ethos explicit in the prospectus, planning and school improvement plan helps all staff retain the value, worth and individuality of pupils as a priority in all the school does. Pupils with special education needs or who are facing particular challenges or situations are particularly well cared for. Displays of artefacts and pupils' work from Religious Education are interesting and attractive. They, along with various lessons help pupils explore Christianity and other world faiths. Pupils are strongly encouraged to explore and express their own beliefs and to respect and value those of others. This is successfully helping them to learn more about the diversity of Christianity in their community and throughout the world and strongly helping them to become responsible and caring individuals in a culturally and religiously diverse world. This is reinforced and put into practice through charity fundraising, including Charity Weeks, initiated by pupils who democratically choose which charity to donate money to each year. Although Religious Education is good, achievement could be even better if further opportunities for spiritual development were planned both for this subject and throughout the curriculum as a whole.

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

Collective Worship is central to the life of the school. This is clearly delineated in worship time/assembly by the lighting of a candle, use of the church altar and prayer. Pupils are respectful, well behaved and responsive. They value this central time to be together as a school family. Prayers each day, in collective worship and before lunch are usually either the school prayer, with which they are all familiar, or those pupils have written themselves. The prayers which pupils write are often very personal and poignant, for example, thanking God for electricity and for help in times of a specific challenge. The importance of worship in the life of the school is explicit in the school prospectus and school improvement plan. All parents are aware of this and no children are withdrawn. Changing of the altar cloths in the hall in keeping with colours in the Church calendar successfully teaches children about Anglican traditions. Links with the local church are excellent. The vicar takes part in collective worship each week either as leader or participant. Worship is also led by members of various other churches and the community. Worship is regularly held at local churches. Because both nearby church buildings are relatively small, community worship is held in the school on Sundays twice a year. This has proved popular and successfully attracted families who do not usually attend church. Various members of the school community, including pupils, staff and governors are involved in monitoring worship. This highlights how interesting acts of worship have been but does not yet indicate pupil response or ideas for improvement. Monitoring and evaluating in this way could lead to acts of collective worship which are even more meaningful and inspiring for the whole school.

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

Changes in leadership and management have rapidly led to many school improvements of which the whole school community are justly proud. The school's Christian vision and foundation has a central place in documents and ethos of the school. Relationships, attendance, links with parents, the church and the community are all good as are achievement, enjoyment and personal development. Partnerships between the Church and the school are excellent. The vicar and several other members of the church are governors and familiar frequent visitors to the school. Members of the church run a 'walking bus' to school each day which is valued by pupils and their families. Governors are very involved and highly supportive of the school. Foundation governors ensure that the school's Christian ethos is maintained at the centre of discussion and that meetings sometimes start with prayer.

*This inspection was carried out on behalf of the Diocese of Bath & Wells in whose area the school is set, in accordance with Section 48 of the Education Act 2005. The inspection framework used is that established by The National Society of the Church of England for the denominational inspection of church schools for all dioceses in England and Wales.*

*Your comments or complaints should be addressed to the Education Department, The Diocese of Bath & Wells, The Old Deanery, Wells, Somerset BA5 2UG. Further information about inspection of church schools can be obtained from the National Society's website at [www.natsoc.org.uk](http://www.natsoc.org.uk).*