



Assessed distance learning course C

Inspector's text for two sections of the report

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

Worship is well supported by an appropriate setting with a candle, cross and other Christian artefacts. Weekly themes are planned for the year and contain a mixture of topics from the Christian calendar and others which are linked to the school's programme for social and emotional development, although spiritual development has a low profile. Planning does not show how each act of worship is linked to the theme, however, so there is no sense of continuity and progression over the whole week or between weeks. Pupils are reverent as they assemble to the introductory music. Pupils take pleasure in sometimes reading their own prayers. Their behaviour during worship is good and most respond by singing and joining in the prayers. Pupils commented how they see worship as an opportunity for the whole school to meet together. Low staff attendance at worship, however, undermines the importance of the occasion. Pupils particularly enjoy the four occasions each year when they celebrate the major Christian festivals in church but they have not yet recognised the centrality of worship in the life of the school. The rector and members of the team ministry ensure that important aspects of Anglican faith and practice are provided for pupils when they lead worship. There are limited opportunities for pupils to become involved in the planning, delivery and evaluation of worship. The governors have been involved in the evaluation of worship and this has helped to raise an awareness of some important issues.

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

The school has a clearly-expressed vision statement which is familiar to all members of the school community through public documents such as the prospectus and the school's website. Parents respond positively to their children's attendance at a church school, as they see the impact it has on their children in respect of relationships and values such as tolerance and kindness. The school has put in place some procedures for the monitoring and evaluation of its distinctive character although there is no clear process by which any issues such as pupils' spiritual development can find their way into the school's development plan. Pupils, parents and staff have not yet been challenged to look at the implications of being a church school for the daily life of the school. Good recruitment procedures make clear the responsibility of all staff to promote the school's distinctive character. However, very few professional development opportunities have been provided for staff to be supported in understanding the full implication of the school's distinctive character. The headteacher and governors have worked hard in developing effective systems for whole-school improvement and these have had a significant impact on the children's standards and progress. Foundation governors are committed to giving church school issues a higher priority, as they see the need for more opportunities to develop the school's distinctive character, but they have not yet taken the necessary action. The school does not have sufficient focus on planning for and evaluating its success in creating a broad and distinctive Christian ethos.