

National Society Statutory Inspection of Anglican Schools Report

Archdeacon Cambridge Church of England Voluntary Aided Primary School

The Green
Twickenham
TW2 5TU

London Diocese

Date of inspection 30.3.06
Date of last inspection: 3rd May 2000
Schools URN: 102920
Name of Headteacher: Mrs Janet Foster
Name of Inspector: Ms. Helen Ridding

School context

Archdeacon Cambridge is a larger than average primary school. The number of pupils from multi-ethnic backgrounds is above average. Approximately two thirds of pupils come from prosperous families with positive social profiles.

Summary judgement

Archdeacon Cambridge is a good Church school. The excellent leadership and management promote strong Christian attitudes and spiritual awareness within an atmosphere of care and inclusion.

Established strengths

- The excellent Christian ethos, which values and includes all pupils.
- The school leadership has a clear, shared, Christian vision.
- Good RE teaching.
- The very strong links with Holy Trinity Church and local community

Focus for development

- Cater for all pupils by developing differentiation and expectations for each year group.
- Extend monitoring of CW to include all those leading worship so as to impact on pupils' learning and spiritual development.

How well does the school, through its distinctive Christian character, meet the needs of all learners?

The Christian character of the school is outstanding. All pupils feel valued and special. Its commitment to inclusion is illustrated by the emphasis placed on both attainment *and* achievement, being publicly recognised through *golden (PSCHE)* and *blue* tickets(achieving individual learning targets).

In lessons and at play pupils' responses are valued and they are confident in expressing their personal views. In the recent pupil questionnaire, agreed with the School Council, all pupils feel there is an adult they can talk to within school.

The school is committed to being fully inclusive, providing a rich curriculum, and ensuring that a range of teaching styles are used in lessons to support all learners needs.

Opportunities for spiritual development across all subject areas are highlighted in the excellent spirituality policy, the results of which can be seen and in both classroom and public area displays.

Relationships between all members of the school community are excellent. Staff are very good role models for the pupils.

What is the impact of Collective Worship on the school community?

School worship is of good quality and central to school life. Collective worship is carefully planned. It has a strong Christian focus and major Christian festivals are celebrated, both in school and in church. Wherever possible links with other religions are included in the worship. Members of the local community are regularly invited to lead or share in Worship. The Headteacher and Vicar have begun to monitor Worship, which is to be commended. This, if extended to all those leading worship,

would have a positive impact on the enjoyment and understanding of the pupils. Pupils actively participate in the daily acts of Collective Worship, and also in church, which they visit twice a term. A variety of visual aids and teaching methods are used to include all learners. Parental support is very good, with the whole hall being full to participate in the KS1 Easter Parade.

The similarity of approach between the school and church worship provide continuity for the pupils and further promotes their understanding of the Anglican faith and practice.

How effective is the Religious Education in the school?

Religious education (RE) is good. An effective new RE scheme was introduced in September of this academic year. It incorporates all of the five major world religions and provides assessments for each half term.

Standards in RE are improving as staff become more familiar with the scheme.

RE teaching and learning are good overall. Teachers have good subject knowledge and are increasingly creative in their approach to RE. The RE lessons observed all brought the subject to life, with two using art as the focus and one using Martin Luther King's speech. In all cases the use of the IWB was a real strength.

Planning is good. Differentiation is mainly through outcome. Differentiated activities to extend and support all pupils are an area the school has rightly already identified as needing attention. Variance between expectations of pupils' work, in particular between Yr 2 and KS2, has also been identified through monitoring and would also benefit from further scrutiny.

Pupils' knowledge was good, and in Yr 2 excellent. Pupils' attitudes are positive. One pupil excitedly stated that "RE is one of my favourite subjects". The spiritual and moral development of the pupils was extended in a Yr 5 lesson where pupils were asked to draw comparisons between Jesus and Martin Luther King and to then reflect on their own "dreams" and life rules. In a Yr 4 lesson "hot-seating" was used effectively to question Jesus on his emotions at the Last Supper. RE is seen by all in the school as an important curriculum area, having the status of a core subject and funded as such.

How effective are the leadership and management of the school as a church school?

The leadership and management of the school are outstanding. The Headteacher provides outstanding leadership of the school as a Church school. The mission statement of the school clearly expresses its Christian purpose and is very effectively communicated to parents and the wider school community. The Headteacher and Vicar work closely together in planning worship and the very close links with the church, Holy Trinity, further enhance the Christian dimension of the school. The RE subject leadership is excellent, providing high quality support for teachers. The subject leader provides inset to support the development of teacher knowledge and regularly monitors the teaching and learning of RE.

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