

National Society Statutory Inspection of Anglican Schools Report

Baston Church of England Voluntary Controlled Primary School

103a Main Street,
Baston,
Peterborough.
PE 6 9PB.

Diocese: Lincoln

LA: Lincolnshire

Dates of inspection: Tuesday 22nd June 2006

Date of last inspection: July 2000

School's Unique reference number: 9253005

Headteacher: Miss J D Yegliss

Inspector's name and number: Mrs A. Desborough

School context

Baston Church of England Voluntary Controlled Primary School has 163 children on roll. About 10% of the children are on the SEN Code of Practice Register. The children mainly come from Baston and the five neighbouring conurbations. The school has 6 classes, 50% of which are mixed year groups. There is an experienced teaching and non teaching staff. Parents of the children at the school, display a high level of interest and support in their education. Some prospective parents request admission to the school on the basis of it being a Church school. There is a flourishing Kid's club in the school grounds, which is self funded, organised and run by parents.

Summary Judgement

The school's distinctiveness and effectiveness as a Church of England Primary school is satisfactory overall with some good features.

Established strengths

- Relationships within the school community are characterised by Christian care and concern for others.
- There is sensitive recognition paid towards people of other faiths and cultures.
- The links with the wider community and a variety of after school activities.

Focus for development

- To review and further develop the collective worship policy incorporating greater depth of spirituality.
- Engage staff and governors in discussion as to how opportunities for spiritual development can be improved.
- To provide opportunities for staff professional development in religious education and collective worship.

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

The school makes good provision to meet the needs of its learners, by being inclusive and by providing a safe and caring environment. The children are well mannered and relationships between staff, pupils, parents and governors are good. The children that were spoken to during the inspection generally felt that they were valued and that any instances of unacceptable behaviour were dealt with quickly by the adults. The house point reward system of praising acceptable behaviour and the weekly celebration assemblies for achievement are proving popular and effective.

There is an annually elected School Council which is proactive and has been involved in decision making within the school. The children's observations at playtimes has led to different games, play equipment and certain areas of the playground being used. There is a quiet area in the grounds put aside as a sensory garden where the spiritual development of the children is fostered. The older children produce a termly newspaper which they sell to the community and give the proceeds to charity. The school has Junior Road Safety officers, fruit and peer partners and Early Years monitors all of whom are given daily responsibility in the life of the school. These opportunities allow children to take greater ownership of their school and help affirm positive relationships.

There are also many opportunities for children to participate in After School clubs, including French, Spanish, netball and athletics. The school has responded to

parental requests for instrumental tuition and this is provided by the LEA Music Support Service. The school orchestra recently won the Young Musicians Silver Award at the Bourne Music Festival. The school also has a choir and a recorder group, which is led by a member of staff and a parent, thus enhancing the arts and extending the range of activities available for all children. The out of hours, self funded, Baston Kids Club is not only popular in term time but also in the holidays providing a range of activities for children.

What is the impact of collective worship on the school community?

The impact of collective worship on the school community is good. The daily act of worship involves the whole school community. Most of the staff lead collective worship during the term. The worship is Christian based and includes stories, hymns and prayers. The act of collective worship began and ended with a prayer and there is a focal point of a candle however, the sense of calm was lost when the children left the hall. Perhaps more time could be given for reflection at the end of the worship. The pupils enjoy collective worship and were involved with saying prayers, helping with the story and managing equipment. They were given opportunities to contribute their thoughts and ideas, listening attentively. The story was linked to the religious education theme that was being taught during the week.

The planning of collective worship is done solely by the Religious Education subject leader but she intends to involve the expertise of other staff in reviewing the planning, the music used in assembly and the spiritual content. Until recently the local vicar was involved in leading an act of collective worship, but due to ill health has not been able to fulfil this commitment. This element of pastoral care is missed by the whole school.

The school community and parents visit the local church four times a year to celebrate the Christian festivals.

The school is sensitive to the beliefs and traditions of other faiths and has many artefacts and displays around the school which promote the cultural differences and diversity, particularly in a rural setting. The school rules with their Christian connection are evident for everyone to see on entering the hall and reinforce daily, the Christian character and ethos of a church school.

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

Leadership and Management of the school, as a church school are overall satisfactory but with some good features. The Head teacher provides effective leadership and works well with the governing body. The school's self-evaluation documentation is comprehensive but there is no monetary allocation for R.E. and collective worship in the budget. Funding in the past has been given by the Diocese, Parish Council and P.T.A. The staff has received little professional development on the teaching and learning of Religious Education and this is an area that needs to be rectified.

The leadership and management of the school proactively highlight the Church ethos and distinctive nature of the school when meeting with prospective parents. Leadership and management of the school are strengthened by positive working relationships with parents and Governors who regularly come into school to help with events. The Governors are responsible for a curriculum area but as yet do not monitor implementation. One governor visits the school on a weekly basis to hear readers and another Governor opens up his farm annually for a visit by the children. He also comes into school and talks to the children about his work on the farm. These activities highlight the positive relationships the school has with the community. At this present time, the school does not benefit from having a Bishop's visitor.

The Head teacher and her leadership team have ensured that all policies to be written and reviewed since the last inspection are now in place. They are also working hard to develop a distinctive Christian character for the school that meets the needs of all its learners.