

## National Society Statutory Inspection of Anglican Schools Report

### Cheveley Church of England Voluntary Controlled Primary School

Park Road,  
Cheveley,  
Newmarket,  
Cambs  
CB8 9DG

**Diocese: Ely**

LA: Cambridgeshire

Dates of inspection: 19<sup>th</sup> July 2006

Date of last inspection: 28<sup>th</sup> September 1999

School's Unique reference number: 110785

Name of Headteacher: Mrs Julie Zak

Inspector's name with National Society inspector's number: Mrs Marion Betts 220

#### Summary Judgement

The school's distinctiveness and effectiveness as a Church of England School is good.

#### School Context

Cheveley school is a small primary school serving the local village communities. Nearly all pupils are from white British families. They come from an area of mixed housing. Pupil mobility is higher than average. The proportion of pupils with learning difficulties or disabilities is below average as is the proportion of pupils learning English as an additional language. There has been a high turnover of teaching staff in the past 3 years.

#### Established strengths

- The headteacher provides very effective leadership which contributes significantly to the promotion of the distinctive Christian ethos.
- Collective worship and the school environment are very effective in developing pupils' understanding of Anglican faith and practice.
- The school has a very close and productive relationship with the church.

#### Focus for development

- To develop more opportunities of spiritual development for the whole school community.

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

The school, through its distinctive Christian character makes good provision to meet the needs of all its learners, including those who have special educational needs. The provision available for those with emotional and behavioural difficulties is outstanding. Pupils from all groups feel valued and special. They all enjoy the weekly assemblies which celebrate their successes both of achievement and personal development. The buddy system and training ensures pupils are able to support their friends and know the procedures to resolve any problems. Pupils make satisfactory progress throughout their school life. They are involved in decision making through a well established school council. Relationships and respect between all staff and children are generally good and demonstrate the school's Christian context. Pupils are confident, behave well and their attitudes are generally good. Their spiritual, moral, social and cultural development is very good. Extra day or week long opportunities are provided to further promote this learning. Godly Play and pupil's creative responses to a Christian art exhibition, provide outstanding opportunities for spiritual reflection. The school has recently achieved a Health Promoting School award. The school shows concern for the wider community by its regular fund-raising for national charities and its involvement in local community activities. Plans are being made to provide quiet places for reflection. There are excellent displays

proclaiming the aims of the school and its Christian foundation. Displays sometimes also celebrate other faiths.

### **What is the impact of Collective Worship on the School Community?**

The impact of collective worship on the school community is outstanding. Worship occupies an important place in the life of the school demonstrated by the thorough planning, and the high quality resources purchased to enhance delivery. Hymns, music and the assembly display are all chosen to link with the weekly theme. The worship programme fulfils statutory requirements. The vicar, headteacher and the teachers are all involved each week in leading worship. These sessions promote Christian values, practices and follow the liturgical year. Christian based hymns are used in worship. Pupils generally enjoy worship sessions and are often given opportunities to be involved. They have recently learnt some Anglican prayers and sometimes compose their own prayers. Pupils plan and lead class assemblies once a term to which parents are invited and attendance is good. The school celebrates two major Christian festivals and the end of the year, by the whole school being present at services at the local church. These services include contributions from every child either making a pathway of stars to the crib or a cross of flowers. Information and communication technology (ICT) was seen to be used effectively during the service. Each term an outside worship group leads worship. Pupils' views of collective worship have been sought and analysed.

### **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 good. The headteacher provides very effective leadership which contributes significantly to the developing Christian vision of the school. The governors strongly support this vision. The self-evaluation of the school as a church school is secure and comprehensive. The school improvement plan includes development of the church school ethos and collective worship. Staff are involved in implementing this vision and feel appreciated for their work. They jointly designed the excellent liturgical year display. Monitoring of the church school life is at present mostly on an informal basis. Links with the local church are very strong. The vicar visits frequently, plans and leads worship and offers pastoral support. The church is used as a resource for learning within religious education and other curriculum subjects. Pupils display their work within the church. A parishioner leads singing during worship once a week. The school is prayed for on a regular basis by the church community. Communication of events and services at both communities are published in both newsletters. Pupils are very aware of the school's link with the church. Parents are aware of and support the Christian ethos of the school. They feel welcomed into the school and appreciate their views being considered and acted upon. The school's partnership with the local community is good.

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