

## National Society Statutory Inspection of Anglican Schools Report

### Compton Dundon Church of England Voluntary Controlled Primary School

Compton Dundon,  
Somerton  
TA11 6TE

#### Diocese of Bath and Wells

Local Authority: Somerset County Council

Date of Inspection: 13 March 2006

Date of last Inspection: 20/21 March 2000

School's unique reference no: 123748

Name of Headteacher: Mrs Jane Thomas

Inspector's name & NS no: Mrs. Joyce Bellamy - 112

#### School Context

Compton Dundon Church of England VC School has 57 pupils on roll. The recent extension to the Victorian building houses a classroom and, when fully functional, there will be a purpose-built technology suite. The Head Teacher was appointed in January '04. The school is in a glorious setting near the church, just outside the village of Compton Dundon.

#### Summary Judgement

Compton Dundon is a good Church school with many strengths upon which there is a determination to build. Implicit Christian values and beliefs underpin all the work undertaken in it to foster and develop each pupil's full potential.

#### Established Strengths

- Relationships between all members of the school community are very good and contribute significantly to pupils' social development.
- The clear and enthusiastic vision the Head and the RE and collective worship co-ordinator have for the school as a church school

#### Focus for development

- Provide more opportunities for guided quiet reflection in the school day.
- Consider additional ways to raise the profile of the Christian foundation of the school to further enhance its distinctiveness as a church school

#### 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 all its learners. The pupils feel happy and secure at school. The Christian ethos is implicit in the relationships between adults and children and this is reflected in the children's care and concern for each other's well being. All are treated fairly and emphasis is placed on celebrating individual successes both academic and social within a Christian context. This is achieved through a variety of means and culminates in awards being distributed regularly during collective worship. All learners are encouraged to develop to their full potential and achieve well.

The school has appropriately identified the need to increase support for spiritual and cultural development through providing more opportunities for pupils to have time for reflection. At present, pupils are encouraged to ask pertinent questions in order to clarify their own thoughts but have insufficient time for effective reflection on their studies.

Displays and posters around school provide a quality focus for exploring matters of a spiritual nature, but the permanent, beautiful stained glass cross in the hall serves to remind everyone entering the school of the Christian tradition for which it stands.

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

The impact of collective worship on the whole school community is good. The collective worship co-ordinator fulfills her role very well and inspires other members of staff. The worship is well planned and resources are readily accessible. Worship plays a central part in the life of the school and is considered to be of importance and relevance by pupils and staff alike.

The two year rolling programme is sufficiently flexible to accommodate national or school concerns that arise. This flexibility has proved to be very successful and examples of issues raised at worship time have impacted on the children in modifying behaviour and improving attitudes towards each other. For example, distribution, usage and the monitoring of new playground activities based on fairness and consideration for the needs of others has been successfully introduced and linked to appropriate collective worship themes.

During worship and immediately after it there are short times for reflection, but the need for additional reflection during the school day has been identified as beneficial to increasing the spiritual and moral development of the pupils.

Consideration is being given to the impact of daily worship. To address this issue, some monitoring is in place at present and the plans to extend this to include the foundation governors and pupils need to be acted upon. This will be a valuable tool as it will be possible to gauge more accurately the impact of worship as well as providing valuable data for future review and planning of the themes.

#### **How effective is the religious education?**

Religious Education is well planned and delivered throughout the school. The co-ordinator has a clear vision and there is a very good Religious Education Strategic Plan in place. The subject is instrumental in developing the pupils' empathy, thinking and reasoning skills and gives them opportunities to make informed personal judgments. The recently introduced scheme of work is providing a school wide consistency for the subject. Although monitoring and evaluation are in the early stages, all the indications are that Religious Education will become increasingly effective.

Opportunities are seized to enable learners to explore a variety of beliefs. These range from those of other world faiths to different Christian traditions within our society. Recently, the older children were given the opportunity to question the new vicar about Christian beliefs and his personal faith. Challenging matters were raised and addressed. The impact of this experience is being felt and has fuelled additional interest in the whole area of personal spirituality.

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

The leadership and management of the school as a church school is good. The Head, along with the recently reconstituted governing body, in particular the enthusiastic foundation governors, are promoting a Christian vision for the school. School matters are a regular agenda item for the Parochial Church Council meetings and the relationship between school and parish church is very sound with many links.

The Mission statement encapsulates the foundation of the school very well, but the published aims of the school give insufficient prominence to the school's status. Christian beliefs and values implicitly permeate all aspects of school life but actual omissions of the school's foundation are detrimental. For example, the logo on the school sweat shirts and prominent notices pertaining to expectations of behaviour do not include it. Consideration might be given to regular use of a shortened form of the school name eg 'Compton Dundon Church School'.

There are good strategic action plans for both Collective Worship and Religious Education and the positive impact that these are having on the school can be clearly seen. These areas are obviously regarded as of great importance to the school and warrant special treatment, but the School Improvement Plan does not sufficiently acknowledge these nor the links with the church community.

The school is very aware of the need for self evaluation and welcomes the support of the governors and diocese. All the indications are that Compton Dundon Church school will continue to be for its pupils a 'family' institution where all are valued according to Christian beliefs and values.

SIAS Report March 2006 Compton Dundon Church of England Voluntary Controlled Primary School Somerton TA11 6TE