

# National Society Statutory Inspection of Anglican Schools Report

## **Dursley Church of England Voluntary Controlled Primary School**

Highfields

Dursley

Gloucestershire

GL11 4NZ

### **Diocese of Gloucester**

Gloucestershire LEA

SIAS inspection: 9<sup>th</sup> November 2005

Previous S23 inspection: 5<sup>th</sup> May 2000

URN: 115620

Headteacher: Mr W Church

SIAS Inspector NS#113: Mrs Carole May

### **Context**

Dursley C of E Primary School is of an average size with 249 pupils aged 4 – 11 and is in an area that has been identified as one of rural deprivation. There are nine classes ranging from Reception to Y6. The school has an above average number of pupils with special educational needs. Pupil mobility is higher than usually found. There are ten traveller children.

### **Summary Judgement**

The school judges itself to be an effective school where pupils make good progress academically. This was endorsed in its recent Ofsted Report. As a church school it is also effective in most aspects. However, leadership and management are judged as satisfactory because the key issues from the previous church inspection have not been fully addressed and the school's distinctive nature is not made sufficiently explicit.

### **Established strengths**

- The school is a welcoming and inclusive establishment where pupils are cared for very well.
- Relationships at every level are outstanding.
- Links with local Christian churches are strong.

### **Focus for development**

- To raise the profile of the school's distinct Christian character.
- To improve pupils understanding of other cultures and religions.

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

The school, through its distinctive Christian character meets the needs of all its learners well.

The school makes good provision for all its learners. It is very welcoming for children and adults alike and it prides itself on its inclusive character. The school provides a wide range of curricular and extra-curricular activities to interest and motivate pupils. Children say they enjoy coming to school. The school provides pupils with good support care and guidance. Staff work hard to raise pupils' self-esteem and to ensure good behaviour so social and emotional development are good. Personal, social and moral education is taught very well and pupils are given increasing opportunities to carry out responsibilities. In discussions with the school council, pupils made it very clear that their role is to put forward ideas about school improvement from the pupils' point of view. Most of the pupils spoken to were unaware that the school was a church school. The school has made moves to improve the opportunity for spirituality by setting up a 'spiritual table' or display in each classroom but there is evidence that a clearer, more defined concept of how spirituality can be developed across all aspects of the curriculum is needed.

The main Christian festivals are celebrated and the school involves the elderly in their harvest celebrations. There are good links with the local churches, but leaders from religions other than Christian never come to talk to pupils about their faith and what it means to them. Although discussions with pupils reveal that their understanding of and respect for other religions and cultures is satisfactory, they find retaining what they have been taught difficult due to lack of first hand experience. Teaching and learning were not inspected, but, the pupils in Years 3 – 6 spoken to, were not as enthusiastic about religious education as about other subjects of the curriculum.

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

The impact of collective worship on the school community is good overall.

The clergy from a variety of local Christian churches come into school each week to lead worship. The quality of the act of worship observed for Years 3 – 6, led by the curate, was outstanding. A teacher - led class worship was seen in a Year 1/ 2 class. This was good and made pupils think hard about moral issues. Both acts of worship helped pupils to understand the symbolism and rituals associated with Anglican worship. Parents are regularly invited into school to join in worship when the children are taking leading roles. They also go to the Church with their children for a carol service each year. The parents spoken to were all very positive about the school's approach to worship and the inclusive nature of the school. The school takes great pains to accommodate those with a different view of Christianity and, as a result, these children are able to participate in worship most of the time.

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

Overall leadership and management of the school as a church school is satisfactory. Whilst the general day to day leadership and management of the school are effective, the key issues from the previous Church Inspection have not yet been fully addressed. These were, 'Ensure the Christian values included in the recently revised Instrument of Government are reflected in a review of the school's vision statement'. And, 'Use the school's stated aims for collective worship as a basis for monitoring and review'.

The school's vision statement, whilst having appropriate and worthwhile aspirations, does not make explicit the school's Christian foundation or distinct Christian ethos. Also, while the worship co-ordinator and the clergy work hard to plan interesting and relevant 'assemblies' that are mainly Christian, the term 'worship' is not used. There is a brief outline plan for assemblies, but, at present, its quality is not monitored or evaluated. However, the recently revised policy for worship gives suggestions for this.