

## National Society Statutory Inspection of Anglican Schools Report

### Loders Church of England Voluntary Controlled Primary School

Loders,  
Bridport,  
DT6 3SA

**Diocese: Salisbury**

LEA: Dorset

Dates of Inspection: 7-8 June 2006

Date of last inspection: October 1999

School's URN: 113773

Name of Headteacher: Mr Mike Kite

Inspector: Mr Andrew Rickett 201

#### School Context

Loders CE VC Primary School is a small rural primary school with 71 children. They are grouped into three mixed aged classes. The majority of children are white British. The catchment area covers the village but a number of children come from further away. The school is oversubscribed. Recent building work has made a significant impact on the quality of the teaching and learning environment.

#### Summary Judgement

Loders Primary School is a good church school which places great emphasis on the care it gives each child. Some features are outstanding. In particular the school ethos and stress on personal development creates an atmosphere in which all children can achieve their best. The school is very successful in promoting a culture which is inclusive. The Headteacher exemplifies the school mission which is shared by the whole school community.

#### Established strengths

- Relationships between all members of the school community are based on the highest values of care and concern.
- Children are valued and this gives them a positive attitude towards their learning.
- The inclusive nature of the school mission means that all children have the opportunity to succeed.
- The school has a keen awareness of the world beyond their own community and uses this to explore children`s moral obligations.

#### Focus for development

- Raise the profile of the school`s Christian foundation by linking it to the school aims.
- Introduce symbols during collective worship as a focus and to promote the spiritual development of the children.
- Involve children during collective worship by including their words and responses in the reflective time.

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

The school is good at meeting the needs of all learners through its Christian character. A sense of care and respect in all relationships creates positive attitudes towards learning. Children with learning difficulties, in particular, are given the

support which allows them to thrive. There are outstanding elements. The emphasis on moral and personal responsibility is very high and this has a marked impact on how the children treat each other. On a number of occasions, for example, older children stopped to help and support younger colleagues. This creates an environment where children are happy and secure. They are articulate and express their feelings with confidence. Standards of work are very high by the time the children leave the school. This is a reflection of the quality of the teaching and the way that lessons are made relevant to the children, drawing on their own experiences. In an RE lesson, children were encouraged to think about how they recognised signs of friendship even though they may not speak the same language, in order to illustrate Pentecost. The School Council plays a major part in the life of the school. Its decisions are taken seriously and have made a positive impact on school life. Children speak very highly of their Council and regard it as an honour to be a class representative. There are opportunities for children to have experiences beyond the formal curriculum. Golden Time is not only used as a reward but is used to develop life skills. This contributes to the perception that school is a place that is relevant and enjoyable.

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

Collective worship is satisfactory. Moral, cultural and social issues are covered using a diverse range of worship themes. In a collective worship children explore their fears and how to overcome them. They respond positively and express their opinions with confidence and without embarrassment but there are infrequent opportunities for spiritual reflection. Their views are respected and they are sensitive to the feelings of others. In another collective worship, led by the Incumbent, there was an appreciation of the wider world. Prayers are sometimes used to bring together the worship theme and most children join in with these. Opportunities to reflect and to be still are not usually part of the worship although children do have this opportunity during Circle Time. The school is very proud that it has devised a form of worship that is inclusive.

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

The leadership and management of the school are good. The Headteacher leads by example and embodies the school aims which emphasise the moral responsibility and personal development of each child. Strong relationships between staff and parents create an atmosphere in which all stakeholders share the same vision. Parents feel that the school is a special place where their children will thrive and be happy. Governors support the school well because they have a clear understanding of the issues. The Incumbent has a close relationship with the school and has a very good grasp of the needs of the children. All of this combines to create a school which has a tangible family feel.

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