

National Society Statutory Inspection of Anglican Schools Report

Minety Church of England Voluntary Controlled School School

Sawyer's Hill,
Minety,
Malmesbury
SN19 9QL

Diocese of Bristol

LEA: Wiltshire

Date of inspection: 1 February 2006

Date of last inspection: 12 July 2000

School's unique reference number:126379

Name of Headteacher: Mr Bernard Crooks

SIAS Inspector:Mrs Rosemary Bartlett NS120

Summary Judgement

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

Established strengths

- Pupils are happy, secure and friendly
- The broad curriculum is enriched by many extra-curricular activities
- The school has good, effective links with the parish church

Focus for development

- Further promote the school's Christian foundation
- Formulate and implement an overall cycle for collective worship
- Provide opportunities for staff inservice in religious education to support the introduction of the revised Agreed Syllabus
- Formulate and implement a framework for spiritual development across the curriculum

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

The school's provision for meeting the needs of all learners through its distinctive Christian character, is good.

The school has a clearly inclusive Christian ethos. Its implicit Christian character is well reflected in the value given to each pupil. Parents appreciate the school's individual knowledge of their children, and the professional care shown by the staff. Pupils speak positively about their school achievements. They are happy, reflective and friendly. Pupils benefit from a good, broad curriculum. There are a good number of extracurricular activities. These include two well-attended clubs run by members of the parish church. Relationships across the school community are based on positive regard. The staff team work closely together for the benefit of the pupils. Pupils feel secure within the well-structured framework of personal support. They talk about the effective "magic mending methods" used to promote understanding and reconciliation. RE contributes well to pupils' understanding and appreciation of other cultures. Pupils are clearly interested in and learning from the school's connection with a school in Pakistan. They enjoy the exchange of letters and photographs.

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

The impact of collective worship on the school community is satisfactory, with many aspects of good practice.

Pupils' attitudes to worship are open and receptive. They listen attentively, respond thoughtfully and sing enthusiastically. Live music contributes well to the spirit of worship. Each week a member of the parish church leads an act of worship. Pupils enjoy taking an active part in these acts of worship. They benefit from the good use of resources, such as the "road safety triangle". The Methodist lay youth worker also leads a weekly act of worship. Pupils take part regularly in church worship held in the village hall. They contribute especially through a music group.

Planning for school worship is currently managed by each worship leader. The school now plans to draw up an overall cycle for worship to include all acts of worship. This will enable effective monitoring and evaluating and will support the good practice in place.

Pupils' spiritual development is also fostered within curriculum areas such as RE. An imaginative approach to "I am David" included the making of masks. These illustrated well the key concepts of beauty and fear. Pupils' writing on the subject was thoughtful and sensitive. The school now plans to draw up and implement a framework for spiritual development across the curriculum.

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 are satisfactory, with many examples of good practice.

Governors provide good support for the headteacher and staff. The Investors in People award reflects the strengths of the staff teamwork. There is an effective partnership between class teachers and teachers' assistants. The governors and staff now plan to further identify and promote their distinctive Christian vision for the school.

RE is enthusiastically coordinated. The school plans to provide opportunities for staff inservice training in RE to support the adoption of the revised Agreed Syllabus.

The school was last inspected in 2000. Recommendations made at that time have been actioned as follows. A policy for collective worship has been drawn up. The school has not yet fully addressed those aspects that relate to the promotion of its Christian status. The school's Christian values have still to be identified. The school prospectus does not yet include a reference to the ethos statement.

The school actively involves pupils and their parents in evaluating the school's progress. Questionnaires are regularly sent out on a variety of subjects. These have included residential visits and music workshops as well as more general aspects of school life. Responses are well evaluated and action taken as appropriate. For residential visits the costs to families, and the quality of the food have recently been addressed. Pupils' wellbeing is supported by tidy and attractive classrooms and shared areas. Their work is well displayed. Outdoors they benefit from both hard and grassed areas. The school has an ongoing programme for developing the grounds and buildings.

The school's close connection with the community it serves is well reflected in the school emblem: the mint flower. There are good, effective links with the parish church. The school has good links with local schools. These include a close partnership with the local pre-school, which shares the school site.