

National Society Statutory Inspection of Anglican Schools Report

North Cadbury Church of England Voluntary Controlled Primary School

Cary Road

Yeovil

Somerset

BA22 7DE

Diocese of Bath and Wells

Somerset LEA

SIAS inspection: 6th December 2005

Previous S23 inspection: 27 June 2000

URN: 123770

Headteacher: Mrs A Craggs

SIAS Inspector NS 127: Wendy Simmons

Context

North Cadbury School has four classes ranging from Reception to Y6. The school is situated in a rural community close to the small towns of Castle Cary and Wincanton. The school serves a number of surrounding villages. Whilst there is a large number of privately owned houses this is balanced by some 'tied 'agricultural' housing and some local authority houses.

Summary Judgement

North Cadbury Church of England School is a good church school with some outstanding features. There is a strong Christian ethos of nurture and care which permeates all aspects of school life.

Established strengths

- Pupils care for one another, have positive attitudes and love their school.
- There are strong links with the Church and the local community.
- The vision and values of the school are rooted in Christian belief and principles.

Focus for development

- Further develop the arrangements for Collective Worship to establish the pattern of three whole school acts of worship recently adopted and extend the system for evaluating worship where other adults and pupils can contribute to the present practice.
- Further develop the system of assessment for RE, especially for Attainment Target 2, as identified by the co-ordinator.

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

The school makes good provision for all pupils from their entry to the school and through both key stages.

Pupils are taught the Christian principles of love, care and respect and this is witnessed through the playtime 'buddies' system and the 'Peace Garden' monitors. Pupils are happy and confident and enjoy talking about their school. They can explain the origins of the school badge and its reference to the local area. Parents speak enthusiastically about the school, the headteacher and staff and of the links with the local worshipping community. Music is a strength and the school Music group sing at local events and at Wells Cathedral as part of wider Christian activities. The school provides a wide range of extra curricular activities for pupils. Pupils are aware of the need to support those less fortunate than themselves. There are links with Zambia through the local secondary school which has a long established link. The school also has a link with Switzerland and hosts regular visits from Swiss students.

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

The impact of collective worship is good.

A policy is in place and the co-ordinator has a planned programme of weekly themes. The 'thought for the week' is displayed in all classes and around the school. Class worship plays an important part in the programme, this has recently been reduced from three acts of class worship each week to two, therefore giving three opportunities for whole school worship. In addition to the headteacher and the vicar all teachers lead worship on a rota basis. During a class worship about 'giving' pupils were shown how it is possible to help families in Africa through a donation which will buy ten chickens for a family. Pupils speak enthusiastically about worship; they remember particular worship themes and activities. Pupils are given time to pray and to reflect and they know the Lord's Prayer and the school prayer. Each class has an Advent Candle and say 'Jesus is the light of the world' as the candle is lit. Each class also has a 'circle of friends' sculpture. Opportunities for pupils to evaluate acts of worship would offer more opportunities for reflection and discussion which would in turn further enhance their spiritual development.

How effective is the Religious Education in the school?

Religious Education is good.

The co-ordinator has developed a well thought out policy and curriculum plan which is based upon the Agreed Syllabus. It operates on a two year rolling programme according to agreed units and includes the study of Judaism and Islam. Part of a lesson was observed where children were asked to select a figure of an animal or person connected with the Nativity. They were then asked to talk about their choice and the part played in the story of the birth of Jesus. Children showed that they could build upon their previous learning and the lesson evoked an interesting discussion around the role of Joseph, where children were using their understanding of the world today. Pupils in Y2 pose the question 'I wonder' and Y6 ask 'Why are we here'? Religious Education makes a good contribution to the spiritual, moral and cultural development of all pupils. A portfolio of pupils' work shows that they record their learning in a variety of ways. More opportunities to extend the knowledge & understanding and especially the spiritual reflection of all learners, but particularly the more able, should be explored.

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 outstanding. This is due to the hard work of the headteacher and the staff team who are very well supported by the chair of governors, other governors and parishioners who regularly work voluntarily in the school. Parental support for the school is also a strength.

The quality of the collective leadership by the headteacher, the RE & collective worship co-ordinator, the chair of governors and the governing body is central to the ethos of this school. The school is 'A place where the child is placed at the centre of all we do' a direct quote from school documentation and it is embodied in the day to day activities of the school. It is evident in the enthusiasm of a foundation governor who visits school every morning at 8,30am to support reading, in the support staff who look after pupils in the play areas, in the staff both teaching and support who are a cohesive team always on hand to support all pupils regardless of their need. The school is central to the community and takes part with the community in village activities such as the Advent Service, where the school music group performed and which was attended by many parents.

SIAS DECEMBER 2005 North Cadbury CE VC Primary School, Somerset, BA22 7DE