

**Seend Church of England Voluntary Aided Primary School**

School Road

Seend

Melksham

Wiltshire SN12 6NJ

**Diocese of Salisbury**

Wiltshire LEA

SIAS inspection: 13 October 2005

Previous S23 inspection: 8/9 February 2000

URN: 126414

Headteacher: Mr Steven Bennett

SIAS Inspector NS# : Mrs Pauline Day

**Summary Judgement**

Seend Church of England V.A. Primary School is a distinctive and effective church school.

**Established strengths**

- A Christian ethos permeates all areas of school life.
- Collective Worship is well-planned.
- There are strong and developing church links.

**Focus for development**

- Review the Mission Statement as planned and formulate aims to reflect the school's agreed ethos statement in the Instrument Government.
- Develop assessment and monitoring strategies for RE and ensure an adequate provision for staff to attend INSET for RE and Collective Worship.
- Include a section related to the Church of England foundation in the School Improvement Plan identifying ongoing development in all aspects.

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

The distinctive character of the school permeates all aspects of school life and, as a result, the needs of all learners are effectively met.

Learners' work and achievements are valued, shared and celebrated with the whole school and parents, during the weekly Gold Book assembly. Learners have a positive and valuable input when proposing their views through class councils contributing to the School Council.

Discussion with parents shows that they are fully aware of the Christian foundation, and that good behaviour and strong relationships exist throughout the school community. A lack of sufficiently stated school aims undermines the importance the school places on its distinctive status and does not sufficiently inform prospective parents and the wider community of the Christian values it successfully promotes.

The Church of England status is evident in some visible signs around the school environment which clearly promote the Christian foundation.

The strong Christian ethos supports the spiritual and moral development of all learners. The attractive, well-kept site offers good opportunities for reflective activities through the well-planned use of the quiet area and environment. Learners' have a sense of the value of every individual through exploring other cultures, beliefs and practices within RE and other curriculum areas.

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

Overall provision for Collective Worship is good and ensures that worship has a positive impact on the school community, in line with the requirements of a Church of England school.

The policy, last reviewed in 1999, current good planning and practice reflect the use of distinctively Christian elements, which effectively develop an understanding of Anglican tradition.

This is further developed through services held in the Parish Church of the Holy Cross, visits to the Cathedral and the effectively planned school Eucharist.

Positive attitudes to Collective Worship are evident and developed well in a variety of ways. There are effective opportunities for learners to explore their feelings and values from a personal point of view enabling them to make connections between the world around them and the Christian faith.

Prayers are said at lunch time and at the end of the day and most learners know the Lord's Prayer.

The Rector leads worship weekly and works closely with the school in the well-planned programme.

As a result themes are developed effectively through the week in all groupings, appropriate to each age range. All teachers lead worship regularly but have had insufficient recent training to support them. Collective Worship is not included in the School Improvement Plan. The headteacher co-ordinates Collective Worship. He has introduced a system for recording worship which supports monitoring and evaluating the provision made.

All staff attend worship which reinforces its importance and significantly impacts on the Christian ethos.

### **How effective is the Religious Education?**

Religious Education is effective as a result of: well-planned lessons, the implementation of the school scheme of work according to the Locally Agreed Syllabus, and good teaching and learning.

The school's focus on speaking and listening skills promotes quality class discussion. This effectively impacts on developing learners' knowledge and understanding, as evidenced in a Circle Time.

A high standard of discussion in Foundation Stage/Year 1 effectively promotes learners spiritual development in readiness for KS1. It successfully underpins the future provision for this area.

RE makes an effective contribution to spiritual and moral development. Presentation of work is good and well organised.

Standards in RE are in line with national expectations. There has been little training to support staff in delivering the RE curriculum. The school is aware that assessment is at an early stage. Some monitoring is undertaken through reviews of learners' work. The headteacher now co-ordinates RE and is aware of areas for development to support focussed future planning.

Classes visit the church as part of their RE studies and the Rector supports the teaching of RE in the school. The teaching of Christianity effectively promotes the distinctive character of the school.

### **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 effective. A distinctive vision for the school is promoted satisfactorily. The leadership of the head teacher, appointed this term, is good. He has already set in motion a number of positive strategies to improve this area and to make explicit the status of the school through its public documentation. There is insufficient evidence of the school's aims in documentation although its values are clearly evidenced through the good relationships, attitudes and work ethic in the school.

The role of the foundation governors is underdeveloped due to changes within the governing body. Some new governors have been appointed but, as yet, no diocesan training has been undertaken to support them in their work. Management and governors should work together to ensure the Self-Evaluation Form reflects the Christian foundation fully. In the short time the head has been in post he has already implemented developments which enhance the Church school status.

The Christian foundation is manifested through prayer, strong church links, a sound team ethos and the involvement of parents and the community in general.