

National Society Statutory Inspection of Anglican Schools Report

Shanklin Church of England Voluntary Controlled Primary School

Albert Road
Shanklin
Isle of Wight
Diocese: Portsmouth

LA: Isle of Wight

Dates of inspection: May 3rd and 4th 2006

Date of last inspection: May 2000

School's Unique reference number: 118189

Headteacher: Mr. David Kitching

Inspector's name and number: Harry Kirby 26

School context

Shanklin C.E. Primary is a small Primary School situated in the seaside town of Shanklin. There are 161 pupils, aged 4 to 9 on roll. Pupils come from areas of average social make-up but there is evidence of some social deprivation. Almost all pupils have white British Heritage. The school has recently undergone a great deal of remodelling.

Summary Judgement

Shanklin C.E. Primary School is a good church school where, through its Christian ethos, all members of the school family feel valued and are enabled to flourish.

Established strengths

See below

Focus for development

See below

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

Overall Grade 2

Strengths

- The needs of all learners, and all members of the school family, are being met.
- Learners enjoy attending their school and feel valued. They are regularly consulted as to their views. They appreciate the "Worry Box". They are confident that the Headteacher and staff will treat their concerns seriously.
- Learners are encouraged to celebrate diversity, individual strengths, and differences.
- The caring ethos enables learners to feel secure and cared for. They subsequently flourish. The school recognises however that standards in some areas of the curriculum could be higher.
- Learners benefit from the example of good adult role models. Adults working in the school all feel valued. They work together for the benefit of the learners. They challenge unacceptable behaviour in a positive, sensitive manner
- Learners value their school. This is reflected in the lack of litter and lack of graffiti and also in the attractive gardens and flower boxes in the playground.
- The cross on the school logo, based on a stained glass window in the school, pervades the school, its documents, Headteacher awards etc. It is an example of the value the school places on its Christian foundations.

Area for Development:

- Establish, in the proposed new garden, a quiet, reflective area where the learners may "retreat".

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

Overall Grade 2

Strengths

- The daily Act of Worship is very effective in the school. Learners' attitudes to each other are developed through worship. Worship is led by a wide range of individuals from within the staff or by members of the local community. The themes are based around the religious festivals of the church.
- All staff attend most Acts of Worship which sets a good example to learners.
- Learners benefit from strong links between the local church, the Incumbent

and the school.

- Learners are made aware of their place in the local and world community. They distribute produce from the school's Harvest and Flower Festival. They are involved in a wide range of local and international charities.
- Themes from worship are reinforced when links are made to RE, and other class activities.

Areas for Development:

- Include Worship in the School Improvement Plan.
- Establish monitoring systems for acts of worship.

How effective is the religious education?

Overall Grade 3

Strengths

- The effectiveness of R.E. in the school is overall satisfactory.
- The planning for the whole school is very detailed and thorough. The planning is well supported by appropriate suggested activities and resources. The dominant focus is Christianity but other faiths, such as Judaism and Islam are also introduced.
- Learners in Key Stage 2 have the benefit of the teaching expertise of the Incumbent as he teaches them fortnightly, on a voluntary basis.
- RE is sensitively subsumed into " Knowledge and understanding of the world" and Personal, social and emotional development" in the Reception class.
- Learners are given practical insight into other cultures as the school makes good use of its parents from non-Christian faiths.
- Learners are encouraged to discuss the relevance of Biblical events in the world of today.

Areas for Development:

- Establish assessment procedures and records of pupil progress in R.E.
- Monitor the teaching of RE to ensure consistent quality
- Include RE in the School Improvement Plan.

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

Overall Grade 2

Strengths

- The leadership and management of the school are good.
- Learners and all the school family are aware of the school's Christian vision. It is well set out in the statement "... We will value each individual and we will provide for them a learning environment in which love is the motivating force" which is also to be found on all the school's documentation.
- Learners appreciate the Headteacher as a good role model. He is the motivating force behind the effective leadership and management as a church school. He is well supported by staff and governors.
- Learners are nurtured in the Christian ethos created by the Headteacher and his team.
- The Foundation Governors have faith and trust in his leadership in developing the Christian nature of the school.

Areas for Development:

- Establish procedures to enable Foundation Governors to monitor and fulfil their role of "critical friend" as they challenge the school community to realise its Christian vision.
- Governors to be involved in planning and monitoring of Worship

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