

## National Society Statutory Inspection of Anglican Schools Report

### **Siddington Church of England Voluntary Controlled Primary School**

The Coach Road  
Siddington,  
Cirencester  
Glos  
GL7 6HL

#### **Diocese of Gloucester**

Gloucestershire LEA

Date of inspection: 1<sup>st</sup> Feb 2006

Date of last inspection: 2<sup>nd</sup> Feb 2001

School's URN: 115665

Headteacher: Mrs A Blakelock

Inspector: NS113 Mrs Carole May

#### **School context**

This is a small, rural, primary school with 53 pupils, who are mainly drawn from the village. A significant number of children from the village are transported to schools further afield. On entering the reception class children's abilities are below average especially in communication skills. Throughout the school there is an above average number of pupils with special educational needs. From time to time the school educates children from traveller families.

#### **Summary Judgement**

As a distinctively Christian school it is satisfactory overall. This agrees with the school's self-evaluation. In the Ofsted inspection carried out on 8<sup>th</sup> December 2005, the school's effectiveness was found to be inadequate because the pupils' do not make enough progress in writing or in mathematics. However, the many opportunities offered to pupils across the curriculum for personal development are a strength of the school.

#### **Established Strengths**

- Collective worship has a positive effect on the school community.
- The staff and governors are committed to the school's Christian ethos and promote spiritual, moral and social development.
- The school actively encourages a healthy lifestyle and care of the environment.
- Extra curricular activities and outside visits support the curriculum well.
- There are good links with the community.

#### **Focus for Development**

- Improve the quality of assessment and the use of assessment in RE to tailor work so that every child can achieve well.
- Raise the profile of religious education and further develop pupils' knowledge and understanding of other faiths and cultures.

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

Through the school's distinctive Christian character, the needs of all learners are met appropriately overall. The opportunities for spiritual and moral development in this school are many and of good quality. In a lesson observed by the inspector, groups of pupils from Years 3, 4, 5 and 6, were acting out scenarios of different ways of resisting peer pressure. This was a good lesson because all pupils were actively involved and grew in self-confidence as the lesson progressed. Whilst standards in religious education and the overall quality of teaching and learning were not assessed, discussion with Year 6 pupils showed that their knowledge of Christianity was satisfactory but their knowledge of other cultures and beliefs was inadequate. Assessment and record keeping in RE are not used well enough to raise standards of achievement. Around the school, very few displays support or promote the subject.

New pupils are made very welcome and there are good procedures for encouraging positive behaviour that are known to staff, pupils and parents alike. Throughout the school, pupils generally

behave well. They co-operate together and usually play harmoniously. Throughout the school, pupils are encouraged to eat healthily; they are taught the importance of exercise and are passionate about caring for the environment. As a result, the school has gained both the 'Healthy Eating Standard' and the 'Eco School' Status. All pupils participate in decision-making through the School Council and are able to articulate their views for future school developments. They actively participate in selecting a different charity to support each year. In order to enrich the curriculum and provide additional staff expertise, physical education, design technology and art specialists are employed. There is a good range of extra curricular activities and the school has developed positive links with other schools locally. There is a breakfast club and the local playgroup operates on the school premises. Teachers from local secondary schools provide additional opportunities for sporting activities. In addition, there is an annual residential visit to the nearby water park.

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

Collective worship has a positive effect on the school community and is good. Both pupils and parents speak very positively about the daily act of collective worship and its effect on the life of the school. Everyone spoken to felt that it made them a better person and had a positive effect on their lives in general. Pupils understand the underlying message or moral behind the stories they hear. Even the youngest children know the daily routines of worship and can explain them well and understand the reason for them. The head teacher regularly seeks the views of pupils on the quality and content of worship in the school. Pupils take an active part in worship, often leading it themselves. They did this during the inspection. They were well prepared and spoke clearly. At the end, in order to ensure that everyone had understood the message, the headteacher summed up the underlying value being promoted. Pupils look forward to the occasions when visitors from the church lead worship and the school has sound procedures in place for ensuring continuity of the current theme. Regular services are held in the local church when both parents and the local community are invited. Occasionally, visitors such as the elderly are invited into school for special services and then entertained by the pupils. Pupils' sing carols outside the nearest supermarket to raise money for charity.

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

As a church school, the leadership and management are satisfactory. The staff and governors promote the school's distinctive ethos well. Its Christian status is clearly articulated in the school prospectus. Communications with parents are good and leaflets about events in school are distributed throughout the village. This keeps the local community informed well. The governors are supportive of the headteacher and the staff. They have clearly defined roles and generally carry out their duties in a satisfactory way. However, expectations of pupils are not high enough because assessment is not used well enough to match the work to the needs of individual pupils. As a result of the recent Ofsted inspection, the governors and staff are working closely with the Local Authority's advisers to put in place more effective systems of assessment. This is designed to increase the rate that pupils' progress and to raise the academic standards. As yet, there has been too little time for these measures to show results, but there is a real commitment to improvement by everyone involved.