

## National Society Statutory Inspection of Anglican Schools Report

### Temple Ewell Church of England Voluntary Controlled Primary School

3-4 Brookside,  
Temple Ewell,  
Dover,  
CT16 3DT

**Diocese: Canterbury**

LA: Kent

Dates of inspection: 10-11 November 2005

Date of last inspection: 118692

School's Unique reference number:

Headteacher: Mrs Linda Stuchbery

Inspector's name and number: Miss Judy Bainbridge

#### Summary Judgement

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

#### Established strengths

Temple Ewell Church of England Primary School is situated in a village just north of Dover. Founded in 1871, it was built beside the church with which it continues to have very strong links. Its 144 pupils are taught in five mixed age classes. They are drawn mainly from the local area and from a wide range of social backgrounds. A relatively small proportion of pupils receive free school meals, and the percentage of those identified as having additional educational needs is in line with the national average. While attainment on entry is average and below, standards of work are above those found nationally by the end of Year 6. The OFSTED inspection of October 2005 judged Temple Ewell to be an effective school with a strong Christian ethos.

#### Focus for development

- The school has an explicit Christian ethos within which each individual is valued and enabled to flourish.
- The governors, Headteacher and R.E. Co-ordinator are strongly committed to the school's Christian foundation and provide highly effective leadership.
- The links with the parish are very strong.
- Worship is well planned and delivered, and is valued by the whole school community.
- Religious Education is given a high profile in the school, and makes a very good contribution to pupils' spiritual, moral, social and cultural development.

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

- The school should continue to identify and maximise opportunities for pupils' spiritual development within the context of collective worship and the whole curriculum.
- The school should implement planned opportunities for the continued nurturing of the spiritual awareness of staff, particularly through in-service training.

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

OUTSTANDING

Temple Ewell is a small school with a strong family atmosphere. Relationships among all members of the school community are warm and respectful. Pupils feel happy and secure, and as a result are friendly, confident and well behaved. They appreciate the varied and interesting opportunities the school provides to enable them to develop their talents and take responsibility. They respond readily to the high expectations of their teachers, so that standards at the end of Year 6 are high in relation to attainment on entry. Children are eager to take responsibility, for instance through membership of the School Council or Playground Squad, or by acting as House Captains or Junior Road Safety Officers, and these roles strengthen the strong sense of mutual care which pervades the school. The explicit concern for the development of the whole child is rooted in clear Christian values, and these are further promoted through positive school rules, through worship and circle time, and through programmes for PSHE and Religious Education which are exceptionally well planned. The school's Christian identity is expressed in many visual signs around the

school, in R.E. displays of high quality, and focal points for prayer in each classroom.

**How effective is the religious education?**

GOOD

The daily act of worship is a focal point of the school day and is valued by children and adults alike. Prayers at lunchtime and home time strengthen further the Christian basis upon which the whole life of the school is built, as do the regular church services planned and led by the children themselves. Worship is meticulously planned, executed and evaluated. The programme is based on Diocesan materials, and is overtly Christian. Children appreciate this, and spoke enthusiastically of the Bible stories they had heard. A variety of approaches throughout the week involves all staff and ensures that the needs of all pupils are met. Music and a visual focus help to create a worshipful atmosphere in the hall; children enter quietly and listen attentively. There is a good balance between input by the leader and opportunities for pupils to participate through singing, role-play, answering questions and joining in prayers. Children particularly enjoy the hymns and songs, and the quality of their singing is very high. Pupils also greatly value the Friday celebration assembly, when achievements are affirmed and rewarded. Some acts of worship include a time of quiet reflection, and where it is offered pupils use it well. Thought should now be given to ways of building a time for quiet thought into all acts of worship to enable each child to make his/her own inner response to the material being presented. Prayer is sensitively handled, and appropriate to the needs of pupils. As well as informal prayers, children use a wide range of more formal prayers such as the Lord's Prayer and the Grace. The Anglican character of worship is strengthened by input from the parish priest who leads worship on a weekly basis. His visits are greatly valued by both staff and pupils, and make a strong contribution to children's spiritual development.

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

OUTSTANDING

The Headteacher and Governors work in close partnership to promote Temple Ewell's effectiveness as a Church school. They ensure that its Christian foundation is evident in its stated aims and in their implementation. In doing this, they have built very successfully on the recommendations in previous denominational reports. Parents are fully aware of the school's aims, and are overwhelmingly positive about the Christian dimensions of school life. There are excellent systems in place for both planning and monitoring of R.E. and collective worship, and clear plans for development. Regular pupil and parent consultation is a key element both in evaluation and in establishing priorities for the future. Budgetary provision is generous, and the school's strong commitment to staff development has a clear impact on the quality of provision. Close links with the church and input from the parish priest and other church members make an invaluable contribution to the school's Christian life. There are also very good relationships with the local Baptist church and with other village organisations.

SIAS report November 2005 Temple Ewell Church of England (Voluntary Controlled) Primary School 3-4 Brookside, Temple Ewell, Dover, CT16 3DT