

Tewkesbury Church of England Voluntary Controlled Primary School

Chance Street
Tewkesbury
Gloucestershire
GL20 5RQ

Diocese of Gloucester

Gloucestershire LEA

SIAS inspection: 14 December 2005

Previous S23 inspection: 21 October 1999

URN: 115654

Headteacher: Mr A Holt

SIAS Inspector NS#113: Mrs C May

Context

The school serves a mixed catchment area and pupils come from a wide variety of backgrounds. There are more children in receipt of free school meals than in most other schools. Attainment on entry to the reception class is below average and, throughout the school, there are an above average number of pupils with special educational needs. Pupils make very good progress in their time at school and, by Year 6, many pupils exceed the levels expected for their age.

Summary Judgement

The school modestly judges itself as good. The recent Ofsted inspection found it to be an outstanding school. As a Church of England school this is also true. Its distinctive Christian character permeates the life of the school creating an environment where both pupils and staff can flourish because those distinct aspects of leadership and management that are pertinent to a church school are outstanding.

Established strengths

- The school meets the needs of all pupils very well and helps them to achieve very well both academically and in their personal development.
- Relationships are very good
- Collective worship has an outstanding effect on the whole school community
- The school environment is used very well to encourage spiritual development.

Focus for development

- Opportunities for pupils to meet and talk to believers of faiths other than Christianity.

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

The school, through its distinctive Christian character, meets the needs of all learners very well indeed.

The academic and personal development of pupils is outstanding. They are well cared for and achievement is generally excellent throughout the school. Pupils are keen and eager to learn and respond readily to staff. Relationships are very good amongst all members of the school community. The enthusiastic School Council takes an active role in school improvement especially regarding facilities for outdoor play. Staff provide an excellent range of interesting curricular activities and out of school clubs. Pupils of all abilities, including those with special needs and those who are new to learning to speak English, are catered for well. The school has made health and fitness a priority and

has gained the 'Healthy Schools Award'. The school meets the statutory requirements for religious education (RE). The teaching and learning in RE was not inspected but the new government initiatives regarding Excellence and Enjoyment have been fully taken on board across the curriculum including RE. Resources for RE are good, but pupils have too few opportunities to meet with and talk to believers of faiths other than Christianity. Displays around the school are indicative of the very high priority that RE and spiritual development are given throughout the school. The building is very well maintained with many attractive areas both inside and out that are used for quiet reflective times for both group and whole class activities. For example, the reception class outside play area currently houses the stable at Bethlehem and is used daily by the children for role play.

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

The impact of collective worship on the school community is outstanding. The school has developed very positive links with the local community through services in the local church, visits to the elderly and through participation in local events. There is a thoughtful and prayerful approach to family, local, national and international issues. For example, a Year 2 class were making a tree of prayers for members of their family who would be absent at Christmas for a variety of reasons. The work of older pupils shows a Christian concern for the environment and for world poverty and pupils support the work of many different charities. They are in contact with a village in Malawi and have raised money for equipment for a school and write to the pupils there. Christmas parcels are sent abroad by pupils to children less fortunate than themselves. Both acts of worship observed were of high quality. The relevant and pertinent messages were easy for the pupils' to understand but sufficiently deep to make them think hard. The pupils were attentive and reflective, taking full part in the simple services. Parents speak very highly of the impact the school's Christian ethos has on their children. Those spoken to feel that this is at least as important as academic success. Staff, pupils and parents alike are rightly very proud of their 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 outstanding. The stated aims of the school are met well. One of these concerns the development of the whole child and comments from parents demonstrate that the school is particularly successful in meeting this aim. The School Improvement Plan is self-evaluative and very clear about the way forward. All governors are involved in planning the future development of the school and appropriate improvements have been made recently especially regarding behaviour, the provision for special educational needs, curriculum development and in improving the quality of teaching and learning. The two RE co-ordinators are knowledgeable and conscientious and are good role models for the rest of the staff. The Headteacher and the Senior Management Team plan and oversee the daily act of collective worship. Both the Senior Management Team and the Foundation Governors are excellent advocates for the distinct Christian nature of the school. They set high standards and provide very clear role models of Christian behaviour that permeates the work and life of the school. All members of the school community are valued. Staff contribute to the development plan. Parents are kept informed well and consulted regularly. Members of the School Council are clear that their role is to advise on school improvement from the pupils' perspective and feel that they are listened to and their views respected.

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