

## National Society Statutory Inspection of Anglican Schools Report

### Amesbury Church of England Voluntary Controlled Primary School

Kitchener Road  
Amesbury  
Wiltshire  
SP4 7AX

#### Diocese: Salisbury

Local authority: Wiltshire  
Dates of inspection: 28<sup>th</sup> February 2008  
Date of last inspection: n/a  
School's unique reference number: 131215  
Headteacher: Mrs R Hart  
Inspector's name and number: Mrs Colleen Arnold (450)

#### School context

Amesbury is a recently formed school following the amalgamation of two local schools. It opened in September 2006 and has undergone several changes in leadership. Building work on the school site has caused significant disruption and is yet to be completed. The new Headteacher was appointed in January 2008; her appointment has had a settling effect on staff and pupils.

#### The distinctiveness and effectiveness of Amesbury Voluntary Controlled Primary School as a Church of England school are good

Amesbury Primary School has established itself as a faith school after a period of temporary leadership. It has a well-founded Christian vision that is shared and understood by learners', parents, staff and parish. The newly appointed Headteacher along with staff and governors are effectively implementing that vision. Together they have established a distinctive Christian Ethos that has made a positive impact on learning and behaviour.

#### Established strengths

- Vision for the school that is shared and understood by all stakeholders
- The Christian Ethos that values all learners and nurtures them as individuals
- Good quality acts of worship that include learners and contribute well to their spiritual, moral, social and cultural development

#### Focus for development

- Implement systematic evaluation of the impact of Collective Worship
- Place more emphasis on learners' understanding of other faiths and cultures that reflect the make up of the wider local community

**The school, through its distinctive Christian character, is good at meeting the needs of all learners**

The school's Christian character and ethos permeate all aspects of school life. All learners' say they feel valued and special. Learners are encouraged to succeed as well rounded individuals. They are eager to learn, confident and animated when talking about their work and interests. Learners' are keen to share their successes and know where they need to improve because of effective teaching and assessment for learning. Displays of work effectively celebrate effort and achievement. Children with special learning needs are well supported by suitable deployment of learning support assistants and teaching that meets their specific needs. This also contributes to overall engagement of learners and their ability to focus on their work. Whilst disputes between learners' are infrequent, they are confident in approaching any adult and are secure in the knowledge that their concerns will be dealt with quickly, fairly and in a spirit of forgiveness.

**The impact of collective worship on the school community is satisfactory**

Collective worship is central to the life of the school and underpins its Christian character. The use of music, candles and Christian symbols creates a sense of calm and spirituality. Learners' respond positively, entering the worship space quietly, with a readiness to worship. Most learners enjoy worship and talk about it with interest. Staff often-lead worship and provide good role models to the learners. Involvement of local clergy in planning is used effectively to reflect the church year and themes adopted by the school. Anglican tradition and practice is frequently a feature of worship and supports the learners' understanding of it. The local parish church is a regular venue for school worship and provides opportunities to involve parishioners and the wider community. Most stakeholders are positive about the spiritual support that worship offers.

**The effectiveness of the leadership and management of the school as a church school is good**

The recently appointed Headteacher openly expresses her personal faith commitment and leads by example. She has worked with all stakeholders to develop a shared vision for the school, all of whom are able to speak confidently and accurately about it. The vision is evident in all public documentation and communications. It is also evident around the school in displays of learners' work. The Christian Ethos of the school is evident in the strong and supportive relationships between members of the school community. Pastoral links between the parish and the school are effective, as are links with other Christian denominations. Involvement of other faith groups is limited; and identified as an area for development. The school's leaders have brought about improvement in the quality of provision in RE and collective worship and have raised standards. Evaluation of attainment and provision is undertaken regularly and evidence supports standards that are comparable to those of other core subjects. Systematic evaluation of the impact of collective worship is not currently in place. The schools' evaluation of itself as a church school seeks to ensure that all stakeholders are involved, by using questionnaires, meetings and general communications. The school's leaders are held to account as a church school by the governing body. There is ample evidence to support the commitment of the leadership team, governors and other stakeholders to the continuing improvement of the school. All stakeholders' contributions are valued and acted upon where appropriate.