

National Society Statutory Inspection of Anglican Schools Report

Ann Edwards Church of England Voluntary Controlled Primary School

Berkeley Lane,
South Cerney,
Cirencester
GL7 5UW

Diocese of Gloucester

Gloucestershire LA

Date of inspection: Tuesday, January 29th 2008

Date of last inspection: May 2003

School's URN: 115650

Name of Headteacher: Mr Stephen Richardson

Inspector: Mr Andrew Rickett, NS 201

School Context

This is a larger than average sized primary school. Children come from a wide range of social backgrounds within a catchment area that covers the immediate village and nearby army barracks. Mobility among the children is high. The number of children with learning difficulties or disabilities is above the national average. Most children come from a white British heritage with a significant number from other ethnic backgrounds.

The distinctiveness and effectiveness of Ann Edwards CE VC as a church school are satisfactory

Ann Edwards is a school in which Christian values support the school ethos and form the basis of the relationships between all members of the school community. The school is at an exciting time, with a number of initiatives coming together which are raising the profile of the school's Christian character.

Established strengths

- Successful integration of every child means that they each feel a valued part of the school community.
- An environment in which children feel safe and secure.
- The strong commitment to further the impact of the Christian ethos.

Focus for development

- Develop the role of governors in the monitoring and evaluation of the school's Christian ethos.
- Involve children in the evaluation of collective worship.

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

The school is justifiably proud of its success in including all children into the school community. This is particularly good given the high level in the mobility amongst the community. New children are quickly integrated into the ethos of the school and such inclusion is clearly achieved through the strength of the school's core values of respect and compassion. These values are clearly rooted in the school's Christian vision. Respect between children and adults at all levels has established a high level of mutual trust. This provides a firm foundation for the development of good relationships between all members of the school community. This is demonstrated in

the way that children are so accepting of each other. Good pastoral support ensures that the children have opportunities to do their best. Focussing on the positive and celebrating the successful aspects has created a school in which children say that they are happy and secure and where they have positive attitudes towards their learning. The level of care for the children can be seen in the quality of the teaching and where this was good it captured the children's imagination and engaged them creatively in their learning. Children are generally encouraged to explore their views and many do this with confidence and ease. This was seen in an RE lesson in which there was a good level of response to some challenging questions regarding opinions on honesty. The high level of mobility among a significant proportion of the children does make an impact on the overall progress and standards. As a result, the school has identified measures to ensure that all children are carefully tracked and challenged to reach their potential.

The impact of collective worship on the school community is satisfactory

The school's commitment to collective worship is evident in the way that it is seen as a special time in the school day. From the moment children enter the hall there is an atmosphere of calm and a readiness to listen. The school bases its worship on the 'Values for Life' programme, giving worship a clear structure and clear and consistent messages to the children. Although this is working well, the school has identified a need to further develop the impact of worship so that its core values more clearly permeate the whole school community and worship is more central to the life of the school. This has been reflected in the results of a recent survey which indicate that the majority of children feel happy with worship but that the impact and difference it makes to their lives has not yet been established. The school is keen to involve children more in evaluating its worship and feels that this is a good way of gaining a deeper insight into its overall effect. Children regard acts of worship positively and can explain that it is an opportunity for them to learn about the teaching of Jesus. Worship is clearly related to scripture and is successful in making it relevant to the children by relating it to experiences within their own lives. Children have a good understanding of prayer and how it is a way of talking with God. They can explain that He is always present and that this can provide comfort to people. Worship always includes a prayer, usually one written by the children, to which they respond well with an appropriate level of reverence. The use of candles and songs of praise combined with prayer and clearly thought out themes, create a worship experience that is a worthwhile part of the school day. The church is used regularly to celebrate festivals and this reinforces the children's understanding of the importance of festivals in the Christian calendar.

The effectiveness of the leadership and management of the school as a church school are satisfactory

The headteacher is passionate about creating a school community in which Christian values underpin the ethos. He is leading the school forward with commitment, to enhance the impact of these values so that they permeate all areas of school life. The school is at an exciting time as various initiatives, which have been implemented to raise the profile of the Christian character, begin to make a difference to the children. Further plans, for example the creation of a spiritual walk, will continue to strengthen the school's Christian vision but the school recognises that these will take time to become embedded. The governors are fully supportive of the school's mission and appreciate with enthusiasm that an increased involvement in the monitoring and evaluation will allow them to explore the Christian ethos in more depth. The establishment of an ethos committee has already been identified as one way in which this can be achieved. They are particularly interested in working with children in this process. Governors are an important part of school and are very closely involved in its daily life. During the current interregnum the school has done very well to maintain close links with the parish church. The work of church members

in leading worship in school on a regular basis particularly reflects the importance with which these links are regarded. With the imminent appointment of the new vicar, the school and church communities are excited about looking at ways to continue building on the existing close relationships. The RE Co-ordinator has recently been appointed to this post and has accurately identified what needs to be done to take the subject forward. Her vision of how RE can make a difference to the lives of the children is well developed. Parents are supportive of the school's Christian character and are pleased with the level of care shown for their children. They say that their children feel safe and secure and that the adults in school provide very clear role models of the Christian ethos of the school.

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