

National Society Statutory Inspection of Anglican Schools Report

Bampton Church of England Voluntary Controlled Primary School,

Bowling Green Close,

Bampton,

Oxfordshire

OX18 2 NJ

Diocese of Oxford

LA: Oxfordshire

Dates of inspection: 25th May 2007

Date of last inspection: 15th – 16th April 2002

School's Unique reference number: 123114

Name of Headteacher: Mrs Mary Dodge

Inspector's name and NS inspector's number: Margaret Richardson 458

Context

Bampton Church of England Primary School is a small school in a market town. The majority of pupils are of white British origin, with a minority from other ethnic groups. A small number of pupils speak English as a second language. There are a higher percentage of pupils with educational needs than nationally and some have disabilities. The current head teacher took up post in September 2006 when building work to improve accommodation was in progress.

The distinctiveness and effectiveness of Bampton as a Church of England school are satisfactory.

Bampton is a satisfactory church school with many good features. It is an inclusive school with a calm, caring and supportive atmosphere which ensures that all pupils feel valued.

The new head teacher has a developing vision for the school as a Church of England school. The capacity to improve is good.

Established strengths

- The very good relationships which exist between all members of the school community.
- Very good opportunities for cultural development fostered through links with other countries.
- The high level of support given to charitable causes.

Focus for development

- Ensure that statutory requirements for Collective Worship are met so that all pupils have the opportunity to participate in Collective Worship daily.
- Establish routes through which the new head teacher, governors and staff can explore the distinctiveness of being a Church of England School.
- Develop the role of governors in self – evaluation of the school.

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

Bampton is an inclusive school with a calm, caring and supportive atmosphere. Very good relationships exist between all members of the school community. Parents and pupils speak proudly and positively about their school. Pupils feel valued and enjoy coming to school. The local vicar is a regular visitor and pupils visit the church as part of the religious education curriculum. Links with the wider community are strong and these contribute to pupils' very good cultural development. The school has established links with countries such as Germany, Holland, Spain and Uganda. Displays throughout the school confirm the

high regard with which these links are held. The good provision made by the school for social, moral and spiritual development is reflected in many ways. Pupils speak animatedly about their enjoyment in raising 'loads of' money for charity. They express confidence in their School Council and speak proudly of its role in obtaining funding for, and making changes to, their play area. Pupils' achievements are regularly celebrated through for instance 'worker of the week' awards. Their spiritual development is supported through 'candle times' and moments of prayer and reflection during the school week. They enter school on a morning to the sound of quiet music playing in classrooms and they are encouraged to both say and write their own prayers. Displays around the school give opportunities to reflect and consider being part of a wider world.

The impact of collective worship on the school community is satisfactory

Two whole school acts of collective worship take place each week with other acts of worship in classes. When collective worship happens the experience is a positive one. However not all classes in the school hold regular acts of worship. This means that some pupils do not participate in daily acts of worship and so statutory requirements are not being met.

Records of whole school acts of worship and pupils' responses to them, confirm that they are consistently and recognisably Christian. Whole school worship is planned in themes across the year. These plans take some account of major festivals in the Christian calendar. Carefully chosen music creates a calm atmosphere and a cross and candle are used for focus and reflection. On occasions, pupils read their own prayers although they do not take responsibility for the act of worship as suggested in the last inspection. All members of the school community participate in these acts of worship. They respond to questions and sing a hymn enthusiastically. Clear distinction is made between 'worship' and 'assembly'. Learners from other faiths participate and pupils speak of these acts of worship making them feel closer to God.

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

Governors support and trust the new head teacher. They acknowledge that she took up headship when building work was in progress and that she managed that difficult time well. They talk of her enthusiasm and the very good relationships she has established with all members of the school community since her appointment. They also speak of her 'firm gentleness' and her desire to develop further opportunities for reflection within the school. They feel that the association between the school and church has become 'more real' in recent years with the Christian ethic reflected in the school ethos. The Mission Statement was reviewed following the last inspection. However governors have not been involved in self-review of the school. As a result, the head teacher and governors have not yet had the opportunity to share their views of the distinctiveness of the school as a church school either together, or with other members of the school community.

There are strong links between the school, local and wider communities. Links with the Parish church and local Methodist church create opportunities for both incumbents to be involved in collective worship and aspects of the religious education curriculum such as 'Baptism'. Parents speak highly of the school and the ways in which it considers all pupils' needs and celebrates their achievements. They describe it as being inclusive.