

National Society Statutory Inspection of Anglican Schools Report

Cartwright and Kelsey Church of England Voluntary Aided Primary School

Ash

Canterbury

Kent

CT3 2JD

Diocese: Canterbury

Local authority: Kent

Dates of inspection: 3 and 4 October 2006

Date of last inspection: September 1999

School's unique reference number: 118745

Headteacher: Mr Matthew Crick

Inspector's name and number: Mr John Viner

School context

Cartwright and Kelsey Church of England Voluntary Aided Primary School, serving the village of Ash, is one of the oldest Church schools in the country, having been founded by the Cartwright Trust in 1721. In September 2005 the school, and its new nursery, transferred to impressive new buildings offering a high standard of accommodation. It is the only state school in the village and its pupils come from a wide range of socio-economic backgrounds. Many have additional needs and a few are in the early stages of speaking English. A falling roll is affecting the school's organisation but the nursery, offering full-time care, may compensate for this over time. Standards attained by pupils leaving the school have improved recently and are around the national average, which compares well with their attainment at age 5. The school was inspected by OFSTED in July 2006, when it was judged to be satisfactory overall.

The distinctiveness and effectiveness of Cartwright and Kelsey as a Church of England school are good

Established strengths

- The very strong Christian ethos pervades the life and work of the school and has a good effect on pupils' moral and spiritual development.
- Relationships between and among pupils and staff are very good and make the school a happy place.
- The strong links with the parish church benefit the school and wider community.
- The very good partnership between school leaders and governors gives the school a strong sense of direction.

Focus for development

- The poor acoustics of the school hall and shortcomings in the system of visual projection limit participation in Collective Worship.
- The assessment of Religious Education is not yet sufficiently developed.

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

The school makes outstanding provision to meet the needs of all learners. The school judges that provision is good. However, inspection evidence shows that the strong Christian ethos pervades the work of the school and influences its corporate life. There is a collective vision for the school's Christian distinctiveness that is shared by staff, governors and many parents, which reaches out beyond the school into the community. Visitor comments show that these positive Christian values impact on the lives of the pupils and their families so that they feel valued and supported. Pupils understand that the school has a Christian character and say how much they appreciate it.

The very good relationships between and among staff and pupils help the school to run calmly and cooperatively. The emphasis on tolerance with understanding supports pupils' spiritual, moral, social and cultural development and helps them to become rounded people. Christian symbols confirm that this is a Church school and governors have thought carefully about their positioning and display. The emphasis on prayer is noticeable throughout the school; pupils have many opportunities for personal prayer and reflection and learn to apply them to their lives

The impact of collective worship on the school community is good

This is in line with the school's own evaluation. Worship has improved since the last inspection and is now central to the life of the school, including that of the nursery. It is well-planned by the headteacher and varied, being led by school staff, visiting clergy and school classes. Major festivals are celebrated in the parish church or in the United Reformed church and clergy from both are actively involved in leading worship. These good church links ensure that pupils become familiar with the patterns of Christian and Anglican worship.

Collective worship is well organised, with appropriate music and a visual focus. All teachers attend and model good participation. Pupils have very positive attitudes; they behave reverently, listen attentively and sing enthusiastically when they know the words. However, the poor acoustics of the school hall and shortcomings in visual projection limit their participation. Collective worship provides pupils with opportunities for reflection and for applying prayer to their lives. Pupils say they enjoy worship and learn a lot from it.

The effectiveness of the religious education is satisfactory

This is in line with the school's own evaluation. Standards of work seen are in line with national expectations. The school complies with legal requirements in providing Religious Education for all pupils. In an Aided school, the governing body determines the RE and it has adopted the Kent Locally Agreed Syllabus. While pupils learn about religion, teachers are very careful to ensure that they also learn from it and develop the skills and understanding to apply what they are learning to their lives. This has a very good impact on their spiritual, moral, social and cultural development.

Religious Education is taught satisfactorily; most pupils take care over their work. Teachers' marking shows them how well they have achieved, although not always what they should do to improve. Teachers measure their pupils' progress through regular assessment activities. This is a developing system and has not yet achieved its full impact. Pupils display good attitudes to RE and speak warmly about their lessons. They participate in lessons enthusiastically, with interest, and generally behave well.

Since the last inspection the school has appointed a subject leader for RE, The subject is now well led and managed. The school has many very good resources for RE including computer software, which is used effectively and enhances learning.

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

The governors, headteacher and key staff contribute to the school's self evaluation and have made a similar assessment.

The headteacher, deputy headteacher and foundation governors are united in the Christian vision which they promote for the school. This vision is communicated to all stakeholders clearly and with a deep sense of commitment. It is immediately clear to the visitor that this is a church school yet there is a strong sense of partnership with the village community. The Parochial Church Council holds some meetings in the school and requires regular reports from the foundation governors. The good links with the parish church and the village benefit all parents, regardless of faith.

The headteacher was absent at the time of the inspection. The deputy headteacher has led

well in his absence and is very well supported by knowledgeable governors. They have given freely of their time to help her tackle some of the challenging issues of leadership such as the recent reduction in staffing and a forthcoming re-structuring of class arrangements for greater efficiency. This self evaluation of this good shared leadership provides spiritually aware strategic direction for this effective Church school.

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