

National Society Statutory Inspection of Anglican Schools Report

Cawston Church of England Voluntary Controlled Primary School

Aylsham Road
Cawston
Norwich
NR10 4AY

Diocese: Norwich

Local authority: Norfolk

Dates of inspection: 5th February 2007

Date of last inspection: October 1997

School's unique reference number: 121031

Headteacher: John Crowdy

Inspector's name and number: Constance Tyce

School context

Cawston VC Primary School is a smaller than average school, serving the village of Cawston. An average proportion of pupils is entitled to free school meals. Few pupils are from minority ethnic groups. The percentage of pupils with learning difficulties is higher than average. More pupils start and leave the school at other than the expected times than would usually be the case. The school has received the National Healthy Schools Award and is a FA Charter School.

The distinctiveness and effectiveness of Cawston VC Primary School as a Church of England school are good.

Through the school's distinctive Christian character Cawston VC Primary School is good at meeting the needs of all learners. The school has a strong Christian ethos that is marked by clear care and respect for all pupils. This ethos permeates all relationships within the school community making pupils and adults feel valued and special. The staff are dedicated to their work and share the vision of the school to support the whole child through offering a broad and interesting curriculum. This gives every child the opportunity to succeed and contribute to the life of the whole school.

Established strengths

- The very good quality of relationships within the school and the dedication, commitment and hard work of the staff who work effectively as a team.
- Pupils feel safe, secure, are happy and well behaved.
- The wider curriculum provision enables every child to succeed and feel valued.
- RE and collective worship make a significant contribution to the moral and spiritual development of pupils.
- Pupils are actively involved in the life of the school.

Focus for development

- Ensure that the process of monitoring and evaluation are rigorously applied in all areas to further improve the school as a Church School.
- Extend pupils' understanding of the Anglican faith and practice.

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

The school makes good provision for all its pupils. The value of the individual child permeates the daily life of the school and contributes positively to the success of all learners. Pupils talk about how they enjoy school, feeling safe and knowing what to do when concerned or feeling

unhappy. They feel strongly supported by staff and acknowledge systems that are in place for dealing with problems. Behaviour management is good and pupils appreciate the rewards for effort and achievement. Members of the school council are able to articulate very clearly their feelings that the school is a safe place to be and that they are listened to when they put forward ideas to improve the school. They talk about the awards for Citizens and Stars of the week and how sometimes pupils even recommend adults for the award.

The school has developed strong links with the local and wider community and pupils are encouraged to consider the needs of others. This is demonstrated by fundraising events for various charities and the wonderful opportunities provided during Africa Week. The RE subject leader has worked hard to ensure that opportunities are provided for pupils to explore other cultures and their beliefs not only through RE teaching and learning, but also through cross curricular learning. The teachers use role play very effectively to develop pupils, empathy skills.

The development of the school as being distinctively Christian is good and has clearly led to the very good relationships that are present throughout the school community. Stimulating displays of pupils' work reflect biblical themes, stories and activities that support the ethos of the school. This supportive environment enables pupils to be nurtured and nourished, so that they develop well in all aspects of their learning and well being.

The impact of collective worship on the school community is good

Regular inclusive collective worship has an important place in the life of the school. It is well planned by the head teacher who makes very good links to their experiences in school. Worship is imaginative with a high level of pupil participation. Pupils look forward to the daily acts of worship and enjoy taking part. They demonstrate positive attitudes during collective worship. There is a high expectation of behaviour and pupils enter the hall silently while music is being played. They listen attentively to stories and information. Music is used effectively to create an ambience, while a good range of songs are sung enthusiastically by the pupils. The outstanding school choir support the singing and sing appropriate songs as the pupils leave at the end of the act of worship.

Worship is consistently and recognisably Christian and provides well for the pupils' spiritual and moral development. There is a positive emphasis on Jesus, both in story and the school prayer. The impact of collective worship together with RE and PSHE upon the pupils can be seen in their handling of conflict situations. Pupils are able to talk about how behaviour impacts on others and how to say sorry and how to forgive.

The Rector is involved when the major Christian festivals are celebrated both in school and in the church. Pupils clearly understand and appreciate the support they receive from the school and collective worship is a key aspect of this. However often during collective worship there is limited use of symbolism to help pupils' understanding of the Anglican faith and practice. The governors and the head teacher are beginning to monitor and evaluate the impact of collective worship on the pupils' moral and spiritual development.

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

The head teacher and governors provide a clear vision of the Christian ethos of the school. However this is not always clear in documentation and policies. Christian values are implicit in the life of the school. Relationships within the school and with parents are good. The Rector has worked hard to ensure that the church is well represented on the governing body. Foundation governors are supportive of the school and are beginning to come into school to monitor collective worship and the teaching and learning of RE.

The spiritual leadership by the head teacher is greatly valued, providing a good Christian model to follow. The strengths of all staff are recognised and used to promote Christian teaching and leadership within the school. They provide good role models and moral leadership in their relationships, care and concern for the pupils. The head teacher effectively promotes Christian practice and principles through collective worship. There is good

involvement of the church and local community at Harvest and Christmas festivals. These events are well attended by parents. During the winter months the church holds their Sunday Services in the school hall. The church is regularly used by the staff and pupils as an important learning resource for RE, history and community knowledge.

There is a strong emphasis in the school improvement plan on developing pupils' awareness and understanding of other faiths but as yet the school has not yet fully celebrated and evaluated the fact that the school is a Church School and how it can promote its Christian character in the future.

SIAS report February 2007 Cawston VC Primary, Cawston, NR10 4AY