

National Society Statutory Inspection of Anglican Schools Report

Clandon Church of England Voluntary Aided Primary School

The Street
West Clandon
Guildford
GU4 7ST

Diocese: Guildford

Local authority: Surrey

Dates of inspection: 20th September 2006

Date of last inspection: November 2000

School's unique reference number: 125199

Headteacher: Mrs P Hopkinson

Inspector's name and number: Mrs Janet Wiggins (NSI 141)

School context

Clandon is a very small Church of England Aided infant school situated in the village of West Clandon on the outskirts of Guildford. Pupils come from the villages of East and West Clandon, other local villages and the outskirts of Guildford. Although from a variety of backgrounds the socio-economic circumstances of pupils are generally advantaged. In general the ability of pupils on entry is higher than average.

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

Clandon CE (Aided) Infant is a good Church school with some outstanding features. The strong Christian ethos permeates all aspects of school life.

Established strengths

- The happy and caring Christian ethos
- The outstanding leadership and management of the school
- The very good provision for the spiritual, moral and social development of pupils
- The dedicated team work of all staff and the governing body
- Strong links with the parish church and local community

Focus for development

- Continued development of opportunities to raise pupil awareness of other cultures
- The school's membership of the Local Schools Learning Partnership initiative

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

The school's strong and inclusive Christian ethos underpins all aspects of school life. Pupils feel valued and the caring environment ensures that their needs are recognised and met through well planned activities and experiences. They are challenged and supported as necessary. The relationship between pupils and staff is very strong and staff provide good role models. Opportunities for the spiritual, moral and social development of the pupils are very good and strongly supported by the close church links, the school environment, circle time, religious education and high quality acts of worship. Pupils are encouraged to appreciate and reflect on the beauty of God's world and their own uniqueness. They talk enthusiastically about the opportunities for "quiet and thinking time" that the Quiet Garden currently under construction will give them. Pupils are confident and well behaved. They show care for each other and appreciate being given responsibility through initiatives such as the school council, buddy system and the negotiation of class rules. Pupils learn how to keep safe and lead a healthy life-style. The curriculum is enriched and supported by visits and visitors to the school. The achievement of all pupils is recognised and celebrated. Parents show great support for the school and are actively involved in many aspects of school life.

The impact of collective worship of the school community is good.

Worship plays a central role in the life of the school and is supported by the strong links with the local church. Acts of worship are well planned and appropriate to the age of the pupils. Pupils are responsive and enjoy participating in the singing and prayers. They like worship “when we are all together”. The worship observed provided good opportunities for spiritual growth and reinforced Christian teaching and practice. The Rector regularly leads worship in the school and welcomes children and parents to the church for specific services. Parents appreciate these services and see the church as “an extension of the school”. Worship themes reflect the school’s Christian foundation and the church and school year. Due consideration is also given to other world faith celebrations. Pupils value times of reflection as a time for their “own thinking”. Prayers are said at lunchtime and at the end of the day. A parent reported that her child had asked if they could say a prayer before she ate her dinner at home. Collective worship is strongly supported by circle time, personal health and social education, citizenship and religious education.

The effectiveness of the religious education is good

All members of the school community recognise the importance of religious education in upholding the distinctive character of this church school and the spiritual and moral development of the pupils. The school follows the Guildford Diocesan Guidelines for religious education and the subject is well co-ordinated by the headteacher. Good planning and assessment procedures are in place. The quality of teaching and learning observed was good. Teachers use a wide variety of teaching strategies and the well planned and interesting activities are well differentiated to meet individual needs. Standards are good. Pupils have a positive attitude and their work shows clear progression across the age range. They show a growing knowledge and understanding of Christianity and also aspects of other major world faiths. Pupils are beginning to use religious vocabulary with confidence and are able to talk about their work with confidence and insight.

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

The strong and distinctive Christian vision is shared by the whole school community and communicated through its day to day practice. A close relationship with the church, local community and parents supports this vision. The inspiring leadership of the headteacher is reflected in the successful and efficient team work of the dedicated staff and governing body. The staff development advantages of working with other similar small schools have been recognised and the school has recently joined the Local Schools Learning Partnership initiative. The school makes good use of the training and resource opportunities offered by Guildford Diocese. The headteacher’s teaching commitment enables her to have a very accurate view of the school and its everyday practice. Governors are actively involved in school life and many work alongside pupils in the school on a regular basis. The school has a well established culture of self-evaluation and parents are regularly consulted about specific school issues. The school recognises the need to provide more opportunities for the development of pupil’s awareness of other cultures and is initiating a link with a school in West Africa. They are also investigating more local opportunities to ensure that pupils are aware of the ethnic diversity of Britain today. Parents are very supportive of the school and value greatly the caring Christian ethos.