

## National Society Statutory Inspection of Anglican Schools Report

### **Cleadon Village Church of England Voluntary Aided Primary School**

Boldon Lane  
Cleadon Village  
Sunderland  
SR6 7RP

#### **Diocese: Durham**

Local authority: South Tyneside

Dates of inspection: September 28<sup>th</sup> and 29<sup>th</sup> 2006

Date of last inspection: N/A

School's unique reference number: 282576

Headteacher: Mrs Jane Beckett

Inspector's name and number: Mrs Dianne Mowbray-Pape. 449.

#### **School context**

Cleadon Village Church of England Primary School is a newly formed voluntary aided school with 410 pupils. It was created in January 2004, from the combination of a Church of England voluntary controlled infant school and a community junior school. The accommodation is currently based in the two former school buildings, which are sited half a mile from each other. The new school building is expected to be ready by Summer 2007.

#### **The distinctiveness and effectiveness of Cleadon Village C.E. Primary School as a Church of England school are good.**

Much work has been done to since the amalgamation to develop the distinctive Christian character of the new school and this is appreciated by parents. The move into one, new, purpose built school will greatly assist the school in the further enhancement of this work. Pupils are well cared for, feel safe and enjoy school. Leadership and management of RE, Worship and the Christian ethos are good and the school has the vision and capacity to develop into an outstanding example of a Church of England school.

#### **Established strengths**

- The caring and considerate attitudes of pupils.
- The positive and encouraging learning and worshipping environment
- Good and effective leadership by the Headteacher and Deputy Head (who is the RE and Collective Worship Co-ordinator), who are well supported by the governing body.

#### **Focus for development**

- Raise the profile and status of RE within the school to that of a core subject
- Continue to develop a rigorous system of assessment for Religious Education, in order to further enhance pupils' learning in the subject.
- Further develop strategies for governors, staff and pupils to monitor and evaluate Collective Worship.

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

Pupils feel valued and safe in this inclusive school, where they receive a high level of personal care and consideration. The school is committed to working to meet the individual needs of all learners consistently across all ages. Children believe that they are consulted about issues which are important to them and that their views are taken seriously. They express their views with confidence in an environment that celebrates their achievements and

their efforts. Infant pupils speak of their pride at being chosen as a 'Golden Child'. Pupils are well behaved, helpful and courteous and school buddies relish their role of looking after younger children. Learners' spiritual development is nurtured through worship and across the curriculum eg. through the areas for reflection which have been developed in many classrooms. Prayer is a strong feature in school life. Pupils understand the contribution that prayer can make to their own and other's lives and are enthusiastic about writing their own prayers and reading them in worship time or at the end of the school day. Children are concerned about others less fortunate than themselves and willingly work to raise funds for various charities, such as a local children's hospice.

### **The impact of collective worship on the school community is good**

Collective worship is central to the daily life of the school. Very prescriptive, weekly plans provide clear guidance for all worship leaders. Pupils fully realise the importance worship plays in the life of the school and the strong links with the church. They enjoy visits to the parish church for services such as harvest or Christingle. Parents appreciate the opportunity to join in class led worship, which is also enjoyed by pupils. Pupils of all faiths are able to develop spiritually through the reflection time in worship which they are able to respond to within their own context. They are also invited to make their own response to prayer. The majority of worship is distinctively Christian and reflects the Anglican heritage. A candle burns on the worship table during services and a child is chosen to put it out at the end of the service, this also provides a focus for prayer, when children may choose to watch the smoke rise as their prayers are carried to God. Consideration is currently being given to the introduction of the Eucharist in school. Some evaluation of worship has taken place, including the consultation of pupil's views; however a clear evaluation system, which includes all those involved in collective worship now needs to be established.

### **The effectiveness of the religious education is satisfactory, with some good features**

The RE policy and planning have recently been re-written to address the requirements of the Diocesan syllabus. The RE co-ordinator is experienced and has good subject knowledge. She works hard to ensure that there is support and training for staff and encourages them in their teaching. Support and guidance have been sought from the diocese and much work has been done to raise standards in RE, which have greatly improved but remain lower than the other core subjects in some classes. Older pupils say that they have recently begun to enjoy RE and this is linked to more creativity in the subject. They say that it is 'not just about writing but we do drama, art and use films and artefacts'. By Y6 pupils have a broad understanding of Christianity and knowledge of other world religions. Y2 pupils taking part in a very good lesson about the festival of Sukkot demonstrated a clear understanding of the Jewish faith. RE plays an important part in the spiritual, moral, social and cultural development of learners. Pupils learn about qualities such as sharing with others, through stories such as the Good Samaritan, or thinking about sharing God's gifts at Harvest time. One Y3 pupil talked about her drawing of the world with hands around it as a symbol of God loving and caring for everyone in the world. The parish priest is the assigned governor for RE, she has been involved in teaching RE lessons and regularly discusses progress with the co-ordinator but she has not been directly involved in evaluating the subject. There is a need to recognise the importance of RE as equal to that of a core subject and to further develop assessment procedures so that pupil progress can be tracked throughout the school.

### **The effectiveness of the leadership and management of the school as a church school is good with some outstanding features.**

The Headteacher and governors have established a clear Christian purpose for the school which is expressed in the vision, mission and ethos statements and reflected in the school prospectus. This vision was formulated with the involvement of all the staff of the new school and a sense of identity and team ethos is now developing. The Foundation governors have worked with the Headteacher to accurately assess the schools strengths and identify areas for improvement, through methods such as the National Society toolkit and much has been

achieved since the creation of the new school. The Headteacher herself provides strong Christian leadership which contributes greatly to the success of the school as a church school. There are close links with the Church and there are plans to further develop these. The school also strives to develop links with parents and the wider community eg. they are currently developing banners for the new school hall, based on the Diocesan 'Garments of Grace' project and pupils, parents, church members and older people in the community will be involved in the banner making and in the services to mark the opening of the new school building. The foundation governors need to seek ways to involve themselves more regularly in further promoting and monitoring the distinctive Christian vision for the school.

SIAS report September 2006. Cleadon Village VA Church of England Primary School. SR6 7RP.