

## National Society Statutory Inspection of Anglican Schools Report

### **Colliers Green Church of England Voluntary Aided Primary School**

Colliers Green

Cranbrook

Kent

TN17 2LR

**Diocese: Canterbury**

Local Authority: Kent

Dates of inspection: 8<sup>th</sup> and 11<sup>th</sup> July 2008

Date of last inspection: 25<sup>th</sup> and 26<sup>th</sup> May 2004

School's Unique Reference Number: 118716

Headteacher: Joyce Nash

Chair of Governors: Roy Golding

Inspector's name and number: Judy Bainbridge, 328

#### **School context**

Colliers Green is a small rural primary school situated in a hamlet two miles from Cranbrook in the Weald of Kent. The 104 pupils come from a number of surrounding villages as well as from the immediate area. The great majority are from White British backgrounds. The percentage of those with learning difficulties and disabilities is about average. In recent years, standards in the national tests in English, mathematics and science at the end of Year 6 have been well above average.

#### **The distinctiveness and effectiveness of Colliers Green as a Church of England school are outstanding**

Colliers Green Church of England Primary School is an outstanding Church school.

#### **Established strengths**

- Outstanding relationships at all levels are rooted in the Christian values of love and mutual respect, ensuring a secure environment in which all pupils flourish.
- The strong partnership between home and school enhances pupils' learning.
- Very good subject leadership and teaching enable pupils to reach high standards in religious education.
- The creative use of the school's environment fosters pupils' deep appreciation of and care for the natural world.

#### **Focus for development**

- Establish a formal system for monitoring and evaluating collective worship, involving all stakeholders.
- Broaden the process of school self-evaluation to involve pupils and parents, and ensure that it is securely linked to the School Development Plan.

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

We all work together and it's like a big family', one pupil said when describing what makes Colliers Green special as a Church school. Parents, staff and governors echo this sentiment. They stress above all the trust which exists among all members of the school community, and the strong relationships rooted in the Christian values of love and mutual respect. Both pupils and their parents describe how they care for one another. This care is extended to those less fortunate than themselves. Pupils raise substantial funds to support a school in Malawi as well as for local charities. They are able to link this spirit of loving concern with the Christian teaching they receive in RE and collective worship: 'We do it 'cos Jesus always said you have to be kind to your neighbours and love your enemies'. Staff too are seen as invariably kind and supportive. Within this environment, pupils feel happy and secure, thoroughly

enjoying every aspect of their education, and achieving high standards. Pupils' spiritual, moral, social and cultural development is also nurtured very well through the whole curriculum. Extensive use is made of the beautiful school garden and grounds, fostering in pupils a deep appreciation of the natural world and a passionate concern for the environment.

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

The daily act of worship has an important place in the life of the school. Both pupils and staff value it as a quiet, reflective time, and as an occasion for coming together as a school family. Parents also appreciate the opportunity to take part in the Friday 'Celebration Assembly'. Individual acts of worship are carefully planned and sensitively delivered. Pupils listen very attentively to music and spoken contributions, and focus well on visual stimuli. They respond eagerly to questioning, and participate wholeheartedly in singing and in saying the Lord's Prayer together. They particularly enjoy opportunities to lead and take an active part. For example, Key Stage 1 pupils spoke enthusiastically of their presentation of the story of St Francis based on their recent work in RE. Worship is very well supported by the staff of the parish church, who lead it on a weekly basis. All class teachers are also involved in leading worship, though they are not currently expected to attend every day. The school recognises that a recent broadening of the leadership of worship now requires a more structured approach to overall planning. Services are held in the parish church at Christmas and at the end of the school year. These are well supported by parents and governors. Further opportunities for prayer are provided at lunchtime and at hometime. At present, the co-ordinator monitors worship informally. The school has identified the need to devise a formal system of monitoring and evaluation which will involve pupils and governors as well as teaching staff.

### **The effectiveness of the religious education is outstanding**

Pupils make excellent progress in RE, so that by the end of Year 6 they are achieving standards above those laid down in the Kent Agreed Syllabus. The subject leader has worked hard to provide comprehensive medium-term plans for the mixed-age classes. As a result, staff are confident, and all teaching is good or better. Assessment is used effectively to inform planning, although approaches are not yet fully consistent across the school. The quality of marking is outstanding. It not only shows the pupils how to improve their work, but also stimulates them to take their thinking further. Pupils thoroughly enjoy their RE lessons, especially when these are enhanced by visits or by visitors to the classroom. In class, they work hard and respond enthusiastically to challenging questioning. Careful planning ensures that pupils learn from religion as well as about it. They acquire good subject vocabulary and are able to talk knowledgeably about what they have learnt. They are also able to relate what they learn to their own lives, and to empathise with believers. Following their visit to Canterbury Cathedral, older pupils reflected on the experience of pilgrimage, going on to produce creative writing of high quality. In another class, pupils explored the place of forgiveness in daily life and came to appreciate its importance in repairing broken friendships. As well as developing their knowledge and understanding of Christianity, RE enables pupils to gain a very good understanding of other faiths. They say that they find this aspect of the subject particularly interesting, and speak positively of the ways in which it helps them to understand those whose beliefs and ways of life are different from their own.

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

The school's management is characterised by the close partnership of all stakeholders. The Headteacher exercises strong and committed leadership rooted in a clear Christian vision for the school. She is supported in this by loyal and hard-working staff and governors. Parents work exceptionally closely with the school to support and further their children's learning. The school's self-evaluation is thorough and accurately identifies priorities for development as a Church school. It now needs to be securely linked to the School Improvement Plan and to draw formally on the views of parents and pupils. The incumbent and parish children's worker are popular and regular visitors to the school. They work hard to ensure that church links are sustained and developed. Pupils readily take on roles of responsibility as School Councillors or buddies, for example, and are justly proud of the contribution they make to their school.

Colliers Green Church of England Voluntary Aided Primary School Colliers Green Cranbrook  
Kent TN17 2LR July 2008