

Statutory Inspection of National Society Anglican Schools Report

Duloe Church of England Voluntary Aided Junior and Infant School

The Green

Duloe

Liskeard

Cornwall

PL14 4PW

Diocese: Truro

Local Authority: Cornwall

Date of inspection: 2nd July 2007

Date of last inspection: April 2002

School's Unique Reference Number: 112024

Headteacher: Mrs Ann Carter

Inspector's name and NS number: Mr Chris Williamson 290

School context

Duloe Church of England Junior and Infant School is a small rural school with 68 children on roll. Children come from the village of Duloe and other nearby villages. There are 9% of the children on the Special Needs Register. 4% of the children are from ethnic minority groups and 1% are entitled to free school meals. The school has benefited from building work in 2004 which included the provision of a new library, office, toilet and staff room as well as a complete refurbishment of the rest of the school.

The distinctiveness and effectiveness of Duloe Junior and Infant School as a Church of England school are good

Duloe Junior and Infant School is a good school where Christian values of caring and nurturing the whole child are lived out on a daily basis and where the children's personal development is outstanding. The effective leadership of the headteacher and governors, together with the implementation of a creative curriculum and strong community links, mean that the school is now well placed to improve further.

Established strengths

- The valuing of each individual resulting in outstanding personal and spiritual development
- The rich, broad and creative RE curriculum which engages the children
- The quality of communication and openness in the school

Focus for development

- To improve further the quality of collective worship by developing evaluation strategies
- To continue the development work already started in RE in order to raise standards further
- To consolidate the governors' involvement in monitoring and challenging the school to realise its Christian vision

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

all learners and has many outstanding features

The school's vision, firmly based on Christian principles, to educate each child intellectually, socially, morally, aesthetically and spiritually is lived out in practice. Children's outstanding spiritual, moral, social and cultural development is greatly enhanced by the school's focus on the children's personal development and by the many curricular and extra curricular opportunities offered. Children's self esteem, confidence and expectations are significantly raised through the rich and varied curriculum and the value of every individual is recognised and promoted. Children feel valued and special in an atmosphere where Christian values are promoted. Children have an increasing awareness of their spiritual nature and the development of their own beliefs through the beliefs of others. Achievement is valued and celebrated and children enjoy the positive reinforcement system of 'Golden Tickets'. The Christian ethos of caring for other people and treating others as you would like to be treated is evident in the wide variety of community links such as the link with Agona Swedru School in Ghana; children have exchanged letters to compare experiences and significant sums of money have been raised by Duloe children for specific projects in Ghana. Excellent relationships between all members of the school community are evident and there is a consistent approach to behaviour management. Excellent displays, including those for RE, together with a variety of Christian symbols, are used to proclaim the school's Christian identity.

The impact of collective worship on the school community is good

Collective worship is important in the life of the school and has been a key development priority for the school, reflecting its distinctiveness as a Christian school. All staff are now involved in devising the themes for worship and they share a common approach and a common understanding of the reasons for collective worship. Children contribute ideas for themes for worship and the major Christian festivals are included in the planning. The children have become increasingly involved in collective worship and they understand the underlying Christian values. This has led to increased motivation and engagement; for example, the school council meetings mention fairness and justice when making decisions. The children behave well; most children are keen to participate actively and most respond positively to the worship. The importance of worship to the children is reflected by their keenness to participate in a variety of ways. They particularly enjoy singing, which is of good quality. The older children play recorders for the hymn each day and children discuss the choice of hymn and prayer with the leader. They are involved in preparing the hall and choosing appropriate music for the theme of the worship. Children appreciate the quiet moments of reflection and time for prayer. Children have a caring, accepting attitude to all others; they readily share their own faith experiences in an atmosphere of mutual respect and sometimes write their own prayers and share them. Children experience a wide range of prayers, songs and Christian traditions and benefit from the close links with the local parish church where worship follows a similar format.

Religious Education is good

Children make good progress in religious education (RE) and standards are good. Children's achievement in RE is comparable to that in the core subjects. Regular assessment to identify the level of attainment for each child has developed this year and this informs planning and teaching. The combination of the teachers' good subject knowledge, well planned and resourced lessons, the use of assessment for learning strategies, differentiation of work and building on children's previous learning, ensure that teaching is good. A particular strength is

the children's ability to discuss, reason and explain their own beliefs and those of others, together with listening and respecting each other's views. Most children enjoy RE. This is now taught in a more creative way than formerly and focuses on boosting children's personal development and their spiritual, moral, social and cultural awareness; this has had a significant impact on children's attainment. The creative element in the teaching has promoted strong support from the parents, for example when children are researching a topic, which has enhanced children's learning. Children's personal development is based on the Christian beliefs that permeate the school. RE is well supported through the regular visits by the parish priest. The children have a good knowledge of the life of Jesus, reflecting the significant amount of curriculum time spent on this area and children demonstrate a clear understanding of the beliefs of others. RE has been a key development priority of the school and this reflects its importance. The school implemented the Agreed Syllabus for RE in September 2005; monitoring of the subject from September 2006 by staff and governors has informed both planning and teaching, resulting in children's improved skills and levels of knowledge and understanding. Termly 'creative day' themes are used to enhance all areas of the curriculum. These have included an RE element and this has helped make RE more relevant to the lives of the children.

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

The Christian ethos, based on the values of caring for and nurturing the whole child, is promoted widely by the headteacher and permeates all aspects of school life. This has a strong positive impact on children's personal development and on their learning. Children have a sense of belonging to the school community because they feel valued and special. The school has been developing its understanding of its Christian ethos and its distinctiveness as a church school. Governors are becoming increasingly involved in monitoring the impact of the Christian vision and challenging the school to realise this vision. Staff feel valued, speak positively of a 'team' approach, and feel confident and comfortable about their part in sharing and developing the school's vision. Strong links exist between the school and the church, for example displays of children's work in the church enhance both the school's and the community's services. The children participate in services held by the church and also conduct their own services in the church, for example at Christmas and Easter. Strong links exist between the school and the local community for example local senior citizens are invited to join the school for lunch each week. The children play an active part in choosing charities to support and in organising events to raise money, for example the school council organised and ran a bring and buy sale for Children in Need.