

National Society Statutory Inspection of Anglican Schools Report

Egerton Church of England Voluntary Controlled Primary School

Sisted Way,
Egerton,
Kent
TN27 9DR

Diocese: Canterbury

Local authority: Kent

Dates of inspection: 2nd - 3rd July 2007

School's unique reference number: 118702

Headteacher: Christopher Dale

Inspector's name and number: David Vannerley 329

School context

Egerton Church of England Voluntary Controlled School is an oversubscribed school in a rural part of Kent. A significant proportion of the pupils travel to it from more than two miles and it serves a much wider area than the village community in which it is set. There are 196 pupils on roll who are largely of white British origin. The recent Ofsted Section 5 inspection found the school to be good and commended the school for its curriculum and standard of teaching. The pastoral care of the pupils was also judged to be good. The official opening of the new and refurbished school buildings took place during the week of this inspection.

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

Egerton Church of England Voluntary Controlled Primary School is a good Church school that recognizes its potential for further development.

Established strengths

- Pastoral care of the children is positive and supported by clear expectations about relationships and behaviour within the school community.
- Acts of Collective Worship are of a good standard and contribute significantly to the moral and spiritual development of the pupils.
- The learning environment of the school is interesting and stimulating; it models a positive regard for people and for the community in which the school is set.

Focus for development

- The Christian values and foundation of the school need to be made more explicit in its policy documents which should also relate to a concise vision statement.
- The roles of all stakeholders in the school's denominational self-evaluation should be further developed.
- The quality of worship in the school should be further developed through a clear system of record keeping

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

Pupils speak warmly of the way that they are cared for. They feel safe and happy in a school that they describe as friendly and a good place in which to learn. They say that poor behaviour is not common and that it is dealt with fairly and promptly. They say that attention is given to helping as well as correcting pupils who misbehave. There are clear expectations that the children endorse and can describe. The behaviour of the adults in the school is appropriate and grounded in gospel values of care and service. The newly refurbished and extended school is attractive, valued by the children and provides a safe and exciting learning environment. Display work is of high quality and features excellent use of Christian and religious symbolism around the school. The RE makes a positive contribution to the pupils' moral, spiritual and cultural development. It is conducted in a way that gives value to all

members of the school community. Pupils are practised in the use of Circle Time and reflection; they respond to these as a way of giving a voice to all. Appropriate provision is made for those pupils withdrawn from RE and worship, with leaders from their own faith community meeting them in school from time to time.

The impact of collective worship on the school community is good

Worship and prayer have a secure place in the school's life. Grace is said before meals and prayer used in classrooms. The Diocesan scheme for Collective Worship is followed and also related to the programme of RE. The parish clergy regularly lead worship in the school and the school makes appropriate use of the nearby parish church for worship at festivals. All the staff are ordinarily present at Collective Worship. Pupils say they enjoy worship. They take part enthusiastically, singing well and using the opportunities to participate but there is a need to increase the range of such opportunities. Pupils' integrity is respected and the standard of worship is good. The school's worship reinforces its values and aids pupils' moral and spiritual development. The use of the focal point and visual stimuli associated with worship are underdeveloped. Regular record keeping is not yet securely established and does not currently include evaluation. The pupils know the Lord's Prayer and are able to write their own prayers to offer during Collective Worship but the range of shared texts for worship is limited. Some classrooms do not have places that focus the shared prayer of the class with a cross, prayer material and stimuli appropriate to the age of the pupils. School and parish are together planning to give teaching about and experience of the Eucharist.

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

The school's self-evaluation is realistic and the headteacher and staff of the school are committed to seeking continuing improvement. Governors, especially the Foundation Governors, did not take a sufficient role in the writing of the school's denominational self-assessment. The school has not yet made its Christian foundation explicit across the whole range of its policies and other documents in the way that has been done in the Prospectus. The production of a clear mission statement, owned by all the stakeholders in the school, will help the school to achieve clarity in its self-description. The prospectus lacks a statement about worship both in the school and also in the Parish Church. It does not make clear the right of parents to withdraw from both worship and RE. The School Improvement Plan does not take account of the need for further development of the school's Christian character. There is a good relationship between the school and the parent parish with sharing of information. The Governors are committed to the pastoral care of the staff and this echoes the quality of care provided for the pupils. Appropriate provision is made for staff training and support in areas relating to the religious character of the school. The school understands the need to reach higher standards in these areas and is well placed to do so.