

## National Society Statutory Inspection of Anglican Schools Report

### **Kilsby Church of England Voluntary Controlled Primary School**

Manor Road,  
Kilsby,  
Warwickshire  
CV23 8XS

**Diocese: Peterborough**

Local authority: Northamptonshire

Dates of inspection: July 11<sup>th</sup> 2007

Date of last inspection: March 2002

School's unique reference number: 121979

Headteacher: Mrs Fiona Clipson

Inspector's name and number: Michael Asquith 317

#### **School Context**

Kilsby CEVC Primary school is a small but growing school of 93 pupils. The current headteacher who has been in post for just over a year has strongly developed the Church of England focus of the school. Christian values are now embedded in the daily life of the school. There are strong links with the local church which are developing further.

#### **The distinctiveness and effectiveness of Kilsby school as a Church of England school are satisfactory.**

The Christian ethos of the school in which every person is cared for as an individual has developed greatly over the last year. Christian values, such as forgiveness, strongly determine the relationships across the school.

#### **Established strengths**

- The strong leadership and vision of the headteacher in developing Kilsby School as a church school.
- The importance of collective worship within the life of the school drawing upon experiences within the classrooms.
- The strong Christian care and inclusiveness shown towards all members of the school community.
- The increasingly strong links with the local church

#### **Focus for development**

- Establish a programme of monitoring of collective worship and evaluate the impact it has upon the pupils.
- Make reference to the Christian foundation of the school in all documentation, especially the Mission Statement and aims of the school
- Form strong links with other local schools whose cultural make-up is different from that of Kilsby CEVC Primary school.

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

All members of the school community show a high level of care and concern towards each other. The staff model behaviour that is expected of all pupils. Inclusion is at the heart of the school's work, "the school has excelled itself in Christian care in accommodating the needs of children" said one parent. Parents feel that the size of the school is a key feature in making sure that care and concern for everybody built upon Christian foundations is enabled to flourish. The innovation of the weekly newsletters has greatly increased the communication between the school and the parents, and parents are very appreciative of these. Children "want to come to the school and are eager each day" to do so. Special activity days like Divali day and the Chinese New Year, together with the Comenius link and the link with Iganga School in Uganda help pupils appreciate the multi-cultural world in which

they live. There are limited religious education displays around the school though good use is made of a candle in collective worship and the cross made from timbers from the church will enhance the hall too. During the 2006 to 2007 school year the distinctiveness of the school, as a church school, has been a major area of development resulting in stronger links with the local church, and greater spiritual provision. For example, the work within one class was seen to develop from the life of Joseph and, as one pupil described them, “exciting links” were made with all other areas of the curriculum “... showing us [the pupils] Bible stories are still important for us today.”

**The impact of collective worship on the school is satisfactory.**

The programme for collective worship is strongly integrated into other areas of the school's life. It is linked to the religious education scheme of work and the personal, social, health and citizenship programme, together with other aspects of the school's curriculum. The introduction of the “Here I am” scheme of work with its impact upon collective worship has added to the focus and content of spiritual provision. Collective worship is highly valued by pupils who enjoy the wider experiences it has enabled them to gain. The monthly “Rejoice assembly” draws together the threads of the previous month's collective worship and includes contributions from each class about the relevant work they have done; for example in one time of worship observed, whilst looking at differences and similarities between themselves, reference was made to Saint Paul's description of the Christian community as being like a body made up of many different parts. The pupils responded well to the opportunity to reflect and pray about what they had heard. Collective worship is led by the headteacher, all teachers at the school, and by visitors like the vicar and a foundation governor. Some pupils are occasionally withdrawn from the daily act of worship for extra support – the school is encouraged not to continue this practice. The weekly celebration assembly enables all pupils to celebrate all they have achieved. Pupils enjoy taking part in worship, for example in talking and in acting; they appreciate the time for reflection and prayer – “It gives us [the pupils] a chance to think how things affect our lives.” Pupils sing well in worship, often use prayers they have written themselves and regularly recite the Lord's prayer. The major Christian festivals are celebrated with an emphasis upon the real Christian meaning of them. Greater use is being made of the parish church for worship, for example the Ash Wednesday communion service. Currently there is minimal monitoring of the worship throughout the school, by governors, staff or pupils and so there are no records of the impact of collective worship on the school community though pupils speak of the impact it is having in their lives.

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

The headteacher has a strong vision for the school, as a church school, and has made good progress in this area. The foundation governors, who regularly visit the school, provide a strong link with the local church. The governing body has made a good start in developing the ethos of the school as a church school, and beginning a governors' meeting with a prayer will further strengthen this. Governors have recognised the need for more formal monitoring and evaluation throughout the school, which also needs to be extended to monitoring the Christian ethos of the school. The five outcomes of the “Every Child Matters” programme are an important part of the school's life, for example in purchasing new bins for the school, the school council practised good economic management. The council has also re-written part of the school's prospectus, though greater reference needs to be made to the Christian foundation both here and in the mission, aims and values statements. There are good links with the village community and stronger links are being developed with the local church, for example the headteacher has attended PCC meetings to talk about the work of the school. There are very positive links with the Kilsby pre-school. Under the guidance and leadership of the current headteacher the school has the capacity to develop further as a church school.