

## National Society Statutory Inspection of Anglican Schools Report

### **Martock Church of England Voluntary Aided Primary School**

Elmleigh Road,  
Martock  
TA12 6EF

#### **Diocese: Bath & Wells**

Local authority: Somerset

Dates of inspection: 19 September 2006

Date of last inspection: 31 January and 2 February 2000

School's unique reference number: 123856

Headteacher: Mr. M. J. Coyne

Inspector's name and number: Mrs. R. Davis 185

#### **School context**

This large village primary school is close to the centre of the village and the Church of All Saints, Martock. Pupils attend from the village and surrounding rural area and are from a wide range of social and economic backgrounds. The building (1974) has been sensitively developed to provide very good light and airy accommodation. The school is very well organised and equipped. The grounds are spacious and have pleasing views of the surrounding countryside. The 294 pupils are divided into Key Stages and two-year groups. The effect of new house building in the area is likely to increase the school roll.

#### **The distinctiveness and effectiveness of Martock as a Church of England school are good**

This is a good Church of England School in which the positive Christian ethos and character provide an effective and distinctive learning environment for spiritual and moral growth. The Christian values on which it is built provide a happy caring family atmosphere that appeals to parents, pupils and staff.

#### **Established strengths**

- The clear Christian vision and high expectations built successfully on strong foundations established by the head, senior managers and governors
- Confident, happy, polite and well motivated pupils who feel secure and staff who set good examples of respect in the school community
- The strong and productive relationship with the vicar, local church and diocese
- An open door policy which encourages positive dialogue between home and school.

#### **Focus for development**

- Develop a co-ordinated recording system for all acts of worship to provide continuity, breadth and balance as part of the evaluation process
- Improve the RE co-ordinator's role of monitoring and assessment by developing classroom observation of lessons
- Develop the school grounds to provide areas of peace and calm
- Develop links with local, national and European communities to provide more opportunities for multicultural education

#### **The school's distinctive Christian character is good at meeting the needs of all learners.**

Christian values of care and concern for others underpin all areas of school life making the school a welcoming environment. Very good relationships within the school enable pupils to feel secure and valued.

Academic expectations are founded on a good understanding of pupils' needs and

strengths. Pupils' achievements and educational standards are good. RE displays throughout the school are very good, particularly the multi-faith display and collages of different countries.

The expectations of good behaviour and positive attitudes with staff as role models encourage pupils to be kind and considerate. The pupils are happy, confident and communicative and behaviour is governed by their own "Golden Rules". Spiritual development is good with thoughtful prayers. Time is given for reflection and stillness throughout the day. Pupils enjoy writing to a school in Zambia which develops their understanding of cultural differences. Strong links with the Diocese and visits to Wells Cathedral enhance the school's Christian character.

Parents feel that the school has a special quality that is distinctively Christian, providing learners with a strong sense of identity, a caring ethos, appropriate responsibilities and a well rounded education. They appreciate their children's understanding of Christian values, which are evident in the care and concern shown for others with different attitudes and views.

### **The impact of Collective Worship is good.**

It occupies an important place in the life of the school as well as providing opportunities for spiritual and moral development.

The Worship Group plan weekly themes from which staff develop class and Key Stage worship. Evaluation and record keeping is evolving but should be kept centrally to allow for structured evaluation to take place.

Worship is led in turn by staff, the Vicar, Curate and members of other Christian denominations in the village. The Monday morning whole school worship observed was very well planned and delivered.

Pupils talk positively about their experience of worship and respond well to stories and hymns. They participate by reading from the Bible and by leading prayers and responses and demonstrate a reflective attitude to worship and prayer.

There are very strong links with the Parish Church and the vicar and curate contribute to evaluation, planning and delivery of worship. The pupils regularly visit the Church for worship, RE, and to enhance many aspects of the curriculum. They are at ease whether working or worshipping in the church. Some Governors attend daily worship and now need to report back to the governing body to fulfil their monitoring role. Parents' appreciate being able to attend services in church and class assemblies.

### **The effectiveness of Religious Education is good.**

It is recognised by governors and staff as being of particular importance by featuring in the development plan and by having equal status with core subjects.

The agreed syllabus and recommendations from the Diocese, SACRE and QCA are used to devise the school's scheme of work, which is fully supported by books and artefacts. These are clearly stored and accessible to all. The programme is broad and balanced and provides pupils with the knowledge and understanding of Christianity as well as other religions, mainly Judaism, Islam and Hinduism.

Monitoring and evaluation of plans are evident but differentiation of tasks during classroom teaching should be monitored. Pupils have a good knowledge of Christianity and in an observed lesson were able to confidently discuss the Biblical creation narratives. The quality of teaching is good and a very good lesson was observed with younger pupils being absorbed by the presentation of 'Loaves and Fishes'.

**The effectiveness of the leadership and management of the school as a church school are good.**

The Headteacher, Vicar, RE co-ordinator and Governors all contribute to its success. Their strong and effective leadership and support ensures the distinctive Christian character of the school is maintained and developed. There is a clear vision and high expectations based on Christian values and relationships between all members of the school community are very good. Christian purpose is clearly expressed in the Mission Statement and policies. The Governors need to develop their role in monitoring and evaluation.

A weekly Discussion Group comprising the school and congregation meets to bridge gaps between the pupils and the Church. Parents are regularly consulted on matters of current interest and appreciate the 'open door' policy and the fact that the Headteacher and staff are readily accessible.

SIAS report September 2006 Martock Church of England Primary School  
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