

National Society Statutory Inspection of Anglican Schools Report

Quinton Church of England Voluntary Controlled Combined School

Lower Street

Quinton

Aylesbury

HP22 4BJ

Diocese of Oxford

LA: Bucks

Dates of inspection: 26 June 2007

Date of last inspection: 26 June 2000

School's Unique reference number: 110447

Name of Headteacher (Acting): Mrs Denise McClellan

Inspector's name and NS inspector's number: Mrs Judith Babb 139

Context

Quinton Church of England Combined School is situated at the heart of a thriving village. The majority of pupils come from advantaged homes. Most pupils are white British, with a very small minority from other ethnic groups. The acting headteacher has been in post for two terms.

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

The school is rapidly developing a distinctive Christian ethos where pupils are valued highly. There is much capacity for this commendable improvement to be sustained, as the governors, senior staff, and parents continue to work in harmony, and to evaluate their performance effectively.

Established strengths

- The strong commitment to school improvement from the acting headteacher, the governors, including the parish priest, and a core group of parents
- Happy, polite pupils who benefit from good provision for their spiritual and moral development
- Careful and imaginative stewardship of the building and grounds

Focus for development

The governing body should focus on strengthening the church school ethos by:

- Setting up a group with wide membership to plan, resource, monitor, and evaluate all Acts of Collective Worship
- Supporting the Religious Education co-ordinator as she implements the new Agreed Syllabus
- Creating, through the foundation governors, a programme of detailed, reciprocal arrangements for the church and school to work together

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

This is a rapidly improving school (Ofsted report). There is a welcoming ethos, with a strong spirit of inclusion, seen in the bright displays, friendly reception area, and thoughtful systems for pupil induction. Parents say that their children 'are listened to whatever they want to say'. From the Foundation Stage the social and emotional development of pupils is good. During breaks, pupils play together happily under watchful and constructive supervision. Pupils with Special Educational Needs, and those from minority ethnic groups, join activities confidently. The external quiet areas are appreciated by pupils because they can 'sit and think'. The friendship bench in the playground 'has helped to see how easy it is to be lonely and what we can do to help' according to one pupil. Most pupils of all ages are courteous to the school's many visitors. A few pupils do not behave so well. New procedures for behaviour are beginning to have effect, and other pupils say

they are pleased about this. Thoughtful and efficient co-ordination of the Religious Education programme, coupled with some very good teaching, means that spiritual and moral development of pupils, noted at the last inspection, is now good. A book of prayers has been written by pupils, and this is proudly mentioned by all their peers. Charitable giving is established with Harvest parcels going to the elderly of the village. The curriculum, with the enhancement of clubs, makes good provision for all to succeed. The School Council is treated seriously, as when councillors were part of the interview panel for the new headteacher. Pupils are aware that they 'will let others down' if they are irresponsible. Teaching assistants and support staff are regarded as important team members, and pupils treat them with respect.

The impact of collective worship on the school community is satisfactory

Recently the co-ordination of Collective Worship has temporarily been shared between the Religious Education co-ordinator and the headteacher. Planning for Acts of Worship is satisfactory, with a week's theme used by all leaders. The headteacher usually leads, with help from staff, the parish priest, or members of a team of visiting clergy. Stories first heard in lessons are used as the basis for Worship, and pupils gain confidence and enjoyment from this prior knowledge (e.g. The Good Samaritan). Inclusive language is used, so all pupils, irrespective of their own faith, feel secure and ready to participate. Entry to the hall for formal Worship is dignified, and pupils sit in a rainbow formation 'to signify God's promise to us'. They sing enthusiastically from a small repertoire, accompanied by a well-chosen CD. The majority of pupils can repeat 'The Lord's Prayer' aloud. They enjoy most the Friday celebration assemblies because they 'like everyone to know about good things'. A few pupils are involved in practical tasks (CD player, OHP, etc.). Clear division between 'assembly' and 'worship' has been established recently, so pupils know that when the candle is lit they are 'listening to God'. At present, there is no foundation governor assigned to monitor Acts of Worship, and its development does not feature in the school's improvement planning. Christian festivals and special occasions are celebrated with services in the parish church, and parents try hard to attend.

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

The last inspection noted the need for improved spirituality. Over the past year, the governing body has worked very hard to share its church school vision with all stakeholders. There is positive and palpable excitement about the future in the school community. Evidence is found in the great efforts of parents to organise a successful 'black tie' event; in the wide involvement of stakeholders in the interviews for the new headteacher; and in the involvement of many parties in the building programme. The three foundation governors, all active, include a recently-arrived house-for-duty priest, who lives close to the school. Links with the church community are yet to be developed. Members of staff appreciate working in a church school, especially the priest's frequent visits, which they find 'comforting'. Prayer is said to open governors' meetings, and pupils pray before meals and at the end of the day. The acting headteacher has set out to emphasise the church school aspects. Although the school badge makes no reference to the church, pupils are now aware of its importance through quiet corners in classrooms, the Bishop's letter in the hall, etc. There are good relationships with the diocese, but the school has yet to seek specialised training (for example, for Religious Education). Many teachers and governors are involved in self-evaluation as a church school, and the process is now integrated into the year-on-year development cycle.