

National Society Statutory Inspection of Anglican Schools Report

St Uny Church of England Voluntary Aided Primary School

Polmennor Drive
Carbis Bay
St Ives
Cornwall
TR26 2SQ

Diocese: Truro

Local Authority: Cornwall
Date of inspection: 9th October 2007
Date of last inspection: October 2001
School's Unique Reference Number: 111997
Headteacher: Mrs Lyn McNamara
Inspector's name and NS number: Mr Chris Williamson 290

School context

St Uny School has 244 children on roll and is a deanery school which serves the benefice of St Uny, Lelant and St Anta, Carbis Bay. Children come from a range of social and economic backgrounds. There are 10% of the children on the Special Needs Register. 1% of the children are from ethnic minority groups and 4% are entitled to free school meals. A new headteacher was appointed in September 2006 and a new Senior Management Team was formed in January 2007. A new priest in charge has just been appointed.

The distinctiveness and effectiveness of St Uny Primary School as a Church of England school are good

The distinctiveness of St Uny School is demonstrated by the importance placed on the development of the well being of every child which is based on Christian values of caring, compassion and support. There is a real determination to make learning experiences memorable for every child. The effective leadership, together with the implementation of a creative thematically based curriculum, means that the school is well placed to improve further.

Established strengths

- The quality of the relationships rooted in the Christian ethos
- The level of care, compassion, support and concern shown for the well being of every child
- The extensive range of enrichment opportunities and experiences used to extend learning across the curriculum, which includes religious education

Focus for development

- To develop further the systems of summative assessment to ensure progress of all children in religious education
- To extend the monitoring and evaluation systems for collective worship, to include the headteacher and the children
- To embed the involvement of children, parents and governors in monitoring and evaluating the progress and impact of the school as a church school.

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

Children feel valued and special due to the school's Christian ethos and family atmosphere, expressed through the quality of care and support given to each child. Children enjoy being at school. Behaviour is excellent and children feel safe and well cared for. Christian values pervade the school and children's personal development and sense of well being are strengths of the school. Each child is valued and a wide range of extra curricular activities are provided throughout the school, including a successful self esteem and well being group specifically set up for a vulnerable gender group; PE and music are strengths of the school. The children's spiritual, moral, social and cultural development is good with many outstanding features. Much emphasis has been placed on developing a curriculum where children experience the joy of discovery, problem solving, being creative and staying healthy. The impact of this on children's spiritual growth is significant. A recent example of this is the polytunnel project which provides an outdoor learning space to enrich the curriculum and to celebrate the wonder of the world through ensuring practical engagement with nature and the environment for every child. Moral development is good and children's behaviour is excellent. Christian values such as fairness and compassion underpin the excellent relationships in school. A range of strategies are used to support children's social development, including providing appropriate support to children in the playground, such as older children helping younger children with the daily 'wake and shake' activity. Opportunities for cultural development are being developed, such as Indian cookery and African drumming. The children's spiritual development is encouraged by the wide variety of displays and symbols which acknowledge and celebrate the school's Christian ethos, for example the displays in the front entrance hall. Each Key Stage also has a special area of spiritual focus, which is age appropriate and changed each term. The children value these opportunities to reflect.

The impact of collective worship on the school community is good

Collective worship plays an important role in the lives of the children. A new, more cohesive, plan has been produced for this year as a result of a review. This plan reflects key Christian concepts and values and also creates relevance by linking to children's learning. Good links exist with both the local parish churches. The school's celebration of major church festivals and participation in aspects of church life are well received by the community. Church leaders from a range of denominations and governors regularly lead worship; a new priest has very recently been appointed to the benefice. Children enjoy participating in acts of collective worship especially when singing and when producing their own annual class acts of worship which are presented to their parents. Children often talk about acts of worship to their parents indicating their positive attitude. Children develop their spirituality through the opportunities provided for reflection and through recurring themes involving thanksgiving, awe and wonder. The collective faith of the school is valued by the children and others, particularly in times of crisis. Children experience a variety of styles and approaches in collective worship which are broadly Christian and include elements of the Anglican tradition. Relationships that are formed between church members and children during the annual church summer holiday club, held jointly at St Anta's church and the school, impact positively on the effectiveness of collective worship.

The effectiveness of the religious education is good

Overall standards in religious education (RE), which is based on the Diocesan Agreed Syllabus and linked to the thematic approach of the International Primary Curriculum to give a learning context, are in line with expectations. Assessments are made at the end of each year against both attainment targets. However the school has identified the need to develop further their systems of assessment in RE. Teaching is good; a wide range of appropriate and exciting teaching styles are used to engage children and their different styles of learning. Children also benefit from a range of questioning styles which are used effectively to encourage their spiritual and moral development. Lessons are differentiated and effective use is made of the plenary sessions. Children enjoy RE and are able to apply what they have learnt to their own lives. Children participate enthusiastically, are able to listen respectfully to

the views of others and can articulate their own views about faith. Behaviour in lessons is excellent. RE makes a significant contribution to children's spiritual development; children are encouraged to reflect about the universe and the environment and this is enhanced by the work in the polytunnel. Carefully selected Bible stories are used each Autumn term which specifically encourage Christian values; these have a direct relevance to the children and have a significant impact on children's moral development. 75% of the taught RE is Christian and a range of other faiths are taught throughout the school. RE is important in the life of the school; it is well resourced and training has been provided both for the RE coordinator and for all the staff. Children's learning is enriched through an extensive range of arts experiences, visits and visitors, including visits to churches, the Tate Arts project, African drumming workshops and a Hindu cookery focus on special foods.

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

The school's distinctive Christian vision is clearly evident and promoted throughout the school. The school is popular in the community and its Christian foundation is widely known. The quality of interpersonal relationships within the school and with all stakeholders is excellent. The behaviour and discipline policy is firmly rooted in the Christian foundation of the school. The work of the headteacher and governors strongly reflects the Christian ethos of the school. Staff feel confident and comfortable in sharing and developing the school's vision. The chair of governors plays a key role in contributing effectively to the school's self evaluation process, including the development of the school as a church school. Governors have a variety of strengths, are supportive of the school and are developing their roles and effectiveness. The views of parents and children have been sought but the school recognises that this consultation process is in too early a stage of development for it to have a significant impact on the children. The headteacher and governors would like to develop the involvement of parents and children in monitoring and evaluating the school as a church school. A strong and active partnership exists between the school and its two local parish churches. An example of this is the regular commitment of one church member who runs a chess club in school twice a week. The new priest in charge has already actively involved himself in the life of the school and plans to develop further the links between the school and the two parish churches.