



National Society Statutory Inspection of Anglican and Methodist Schools Report

Collingbourne Church of England Voluntary Controlled Primary School

Chicks Lane

Collingbourne Ducis

Marlborough

SN8 3UH

Diocese: Salisbury

Local authority: Wiltshire

Date of inspection: 12 March 2014

Date of last inspection: 22 October 2008

School's unique reference number: 126320

Headteacher: Mr Jeff Mason

Inspector's name and number: Mr Chris Williamson 290

School context

Collingbourne Church of England Primary School is a popular school with 120 children on roll. The school has six classes, mostly of mixed age. 8% of the children have Special Educational Needs which is below average, 8% of the children are from ethnic minority groups and 2% are entitled to Free School Meals. This year the school has two new teachers and two new foundation governors. The local parish has been without a vicar for two years however a new vicar is about to be licensed. The school has achieved a number of awards including the International School Award, Learning to Lead Award and Healthy Schools Plus Award.

The distinctiveness and effectiveness of Collingbourne Primary School as a Church of England school are outstanding

- Christian values underpin the school ethos
- Each child is valued as an individual
- Caring and supportive relationships which are founded on the school's Christian values
- Children demonstrate a responsible, compassionate approach to the needs of others
- The school has capacity to improve

Areas to improve

- To increase children's involvement in planning and leading collective worship
- To continue to develop the partnership with the local church, particularly with the newly appointed Team Vicar
- To continue to develop strategies to evaluate the Christian distinctiveness of the school
- To develop children's understanding of Christianity as a multi-cultural world faith

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

Christian values underpin the ethos of the school and each child is valued as an individual. The school has recently reviewed and identified a range of Christian values to explore and make explicit throughout the school. The Christian character of the school and its inclusive ethos promotes a commitment to encourage all children to achieve well and it also supports children's spiritual, moral, social and cultural development. Since the last inspection the school has made significant progress in its provision of a wide variety of opportunities, in both the outdoor and indoor environment, for encouraging children's spiritual development. Children have responded well to this provision; they enjoy and value the garden and grounds which are continuing to be developed to extend the provision of areas for quiet reflection. The school is currently developing a more systematic approach to ensuring that opportunities for children's spiritual development are identified in all curriculum planning. The school encourages children to take responsibility in many areas and to put the school's Christian values into action. Examples include children supporting and helping each other in the playground as well as the 'Learning to Lead' initiative which has empowered the children to be responsible for developing projects to benefit the whole school community, including the library and the storage of the PE equipment. The Christian character of the school promotes very good behaviour and excellent relationships which are built on mutual respect. The Christian character of the school also encourages children to be compassionate for the needs of others in the local, national and global community. For example children choose, plan and organise responses to a wide range of charitable causes for example Barnardos and Save the Children. The school provides many opportunities which promote children's cultural development; these include learning about major festivals of other faiths, visiting speakers and links with contrasting schools in London and France. These opportunities are effective in enabling children to understand and respect cultural and religious diversity. The school recognises the need to develop children's understanding of Christianity as a multi-cultural world faith. Children enjoy the creative approaches to their learning in religious education (RE) which also supports their spiritual, moral, social and cultural development. Overall teaching is good, with some outstanding elements, and children experience many opportunities which promote their personal development and academic progress, which is above average, through an innovative curriculum.

The impact of collective worship on the school community is good

Children recognise that collective worship is important in the life of the school. In the collective worship observed children were made to feel welcome in a relaxed atmosphere however they understood that it was a special occasion and they demonstrated appropriate reverence. Effective planning ensures that the school's Christian values are promoted through collective worship. Children enjoy and value collective worship. They particularly enjoy singing and, as a result of informal evaluation by the worship coordinator with the children, the school is aware of the need to develop further the inclusion of new songs that appeal to children. Children particularly enjoy worship when there are many opportunities for them to be actively involved, for example in the class based and key stage worship. Most children engage and participate in collective worship. After the collective worship observed, one child said "it makes you think". Children are able to talk about what collective worship means to them as well talking about their understanding of Jesus Christ and his teachings. Worship is distinctively Christian and staff have developed their confidence in leading class based worship as a result of recent school based training. A range of Bible stories is used in collective worship and the Christian context of the school's values is promoted in worship. Children are encouraged to make links between these Bible stories and their own lives and also to the school's values. One child said, "it (worship) makes you a better person in and out of school". Children say they

value the opportunities provided for prayer and reflection, for example “being able to ask God to help you think (about) something before you do it”. Informal evaluations with children have led the school to work on involving children in leading and writing prayers for collective worship as well as in a number of other initiatives focussed on prayer and reflection. These initiatives have yet to become embedded throughout the school; currently children in Years 5 and 6 read and write prayers for whole school worship. The school has identified the need to provide more opportunities for staff and children to plan and lead collective worship. The Team Rector leads some acts of worship in school. Children in Year 6 lead aspects of the worship when the whole school visits the church to celebrate the major Christian festivals. These services are well supported by the local community. Children also visit the church to enhance their RE curriculum. However the school has identified the need to develop further its links with the local church when the new Team Vicar is licensed. The school also rightly recognises the need to extend the range of worship leaders to include representatives from other Christian denominations. Collective worship is evaluated by teachers and governors and this has led to some improvements such as purchasing new materials for worship.

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

A new school vision for teaching and learning and for the school’s core Christian values has been developed by staff and governors and this is now being embedded throughout the school community. The school’s Christian values are now explicitly and clearly displayed in the school environment. Children can articulate the impact of the school’s values in their daily lives both within and beyond school. The leadership of the school has a very good understanding of the school’s performance based on effective school self evaluation strategies. These strategies have informed school improvement planning and have led to some development of the school as a church school. The school recognises the need to continue to develop rigorous evaluation strategies which will lead to enhancement of the Christian distinctiveness of the school, including the evaluation of the school’s new vision. Staff and governors have taken advantage of professional development opportunities, for example new foundation governors have received training for their role. The school enjoys effective links with the local church. The church has been without a Team Vicar for two years however other members of the church community have continued to support the school, for example in running the annual Pancake Day celebrations. The school also participates in church events including flower festivals, the Christmas tree festival and the church fete. The school has rightly identified the need to establish a strong link with the newly appointed Team Vicar. Children respond well to the range of visitors to the school who talk about their Christian work in the community, for example the Shoe Box Appeal. Parents are particularly supportive of the school, for example by listening to children read in class and helping with school clubs and visits.

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